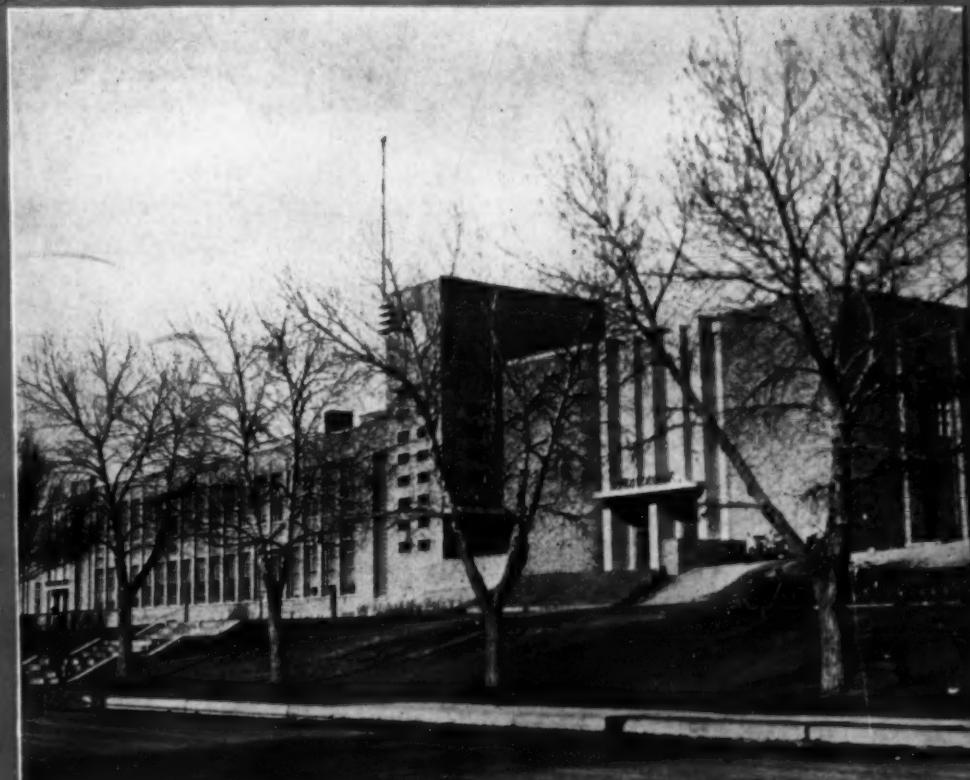


Volume 108, Number 5

May, 1944

# THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION



*In this Issue —*

- ★ An Opportunity and a Danger — *Diefendorf*
- ★ The Community School vs. Community Recreation — *Herron*



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VOL. 108  
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# THE AMERICAN School Board Journal

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## THOSE SUMMER JOBS

As the schools approach the third summer of the war, city and rural school boards are increasing the scope and character of their postwar planning so that the changed duties of education may be fully met when peace comes. They are reviewing curriculums, personnel, and new building needs to be fully ready for the return of working youth to the high schools and of servicemen and war-workers to the vocational schools and colleges. All that is necessary, but in the process, we fear, the present needs of the schools are likely to be overlooked. While in most communities instructional programs and teaching staffs are being maintained reasonably well, the growing requirements of repairs to school buildings and the maintenance of equipment, teaching materials, and books are being overlooked.

There is no reason why well-considered needs in building repair and maintenance cannot be put in motion during the summer. There are in every community enough building mechanics in the older age groups to do the jobs which the schools actually need. A wide variety of building materials are still available, and favorable action for getting controlled materials is more readily obtained from government authorities at present than was possible last year. The amount of remodeling and repair allowed for large school buildings has been liberalized since 1943.

School boards need not hesitate to buy the equipment, teaching materials, and books which they consider essential. The schools are a most important agency for victory on the home front, and it is fully within the spirit of the war effort to maintain education at full efficiency through adequately maintained plants and tools of instruction.

THE EDITOR

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The contents of this issue are listed in the "Education Index."  
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Vol. 5

# THE AMERICAN School Board Journal

Volume 108, No. 5

MAY, 1944

Subscription, \$3.00 the Year

**Higher Standards of Achievement Provide —**

## An Opportunity and a Danger

J. W. Diefendorf\*

An article in a recent issue of *School and Society*<sup>1</sup> is recognition of a tide of criticism that is becoming stronger and stronger. It is stronger today because of the millions of graduates who are being called into active service and placed in positions that require the application of specific knowledge and skill neither of which the graduate seems to possess in the necessary degree. The criticism is more evident, too, because there are regular channels for its expression. We therefore hear more about it. This criticism is not new—it is only more obvious and more insistent. It has been growing for some time but has not as yet brought forth an adequate response. Freeman's article, for example, while not an attempt to answer the criticism does imply an attempt to defend the graduate in that he accuses the critics of having overlooked the curve of forgetting. Perhaps they have. Perhaps teachers have overlooked it also. Whether or not either or both groups have "forgotten" it, the results are the same and the fundamental cause of the criticism remains.

Some of the younger members of our group may not understand how we have come to occupy such a hot spot. May I suggest that it is largely a result of faddism in American secondary education. It appears that the lives of many people who lack imagination, originality, courage, and industry are largely shaped by the slogans and catchwords currently in use. If the statement, "Prosperity is just around the corner," is repeated often enough, these folks will believe it. If the expression heard most frequently is "standardized test," then many such tests are given and stacked away to collect dust. The general adoption of supervised study provides another good

example. In many smaller schools and until quite recent years it was a common practice for a teacher to teach two or more classes in one room—one group reciting while other pupils "studied." Gradually this practice was superseded by the general study hall to which each pupil was assigned when he was not scheduled for a class and where he was supposed to study. It was soon discovered that this was unsatisfactory from many angles such as: (1) The one period did not give the pupil enough time for effective study of all his

subjects. (2) Required study material was not available when needed. (3) The study hall teacher could not direct study in all fields. And (4) the autocratic direction and regimentation of pupils was not in conformity with the developing spirit of democracy in school administration. Criticism of the general study hall based on these and similar weaknesses led many schools to switch over to a program of supervised study even though they were not prepared from either the administrative or the instructional standpoints. The results in many cases were far from satisfactory. The situation with respect to supervised study illustrates what is all too often observed in other fields—namely, the tendency to discard a position which is under fire without having a well-fortified position on which to fall back or to move into a new one simply because it has been given considerable publicity. In an earlier article, the present writer<sup>2</sup> attempted to show that faddism played an important part in the spread of the junior high school movement, and it is possible to show that some trends in other areas are subject to the same analysis.

### Change for Progress

We in America have prided ourselves on our experimental temper—on our willingness to break with tradition and to try something new. In fact, it may be said with some justification that the "new" has been a fetish with us and has led us to embark with more courage than preparation on currents that have sometimes carried us in the neighborhood of dangerous shoals. It sometimes appears that our too ready sailing with new currents smacks more of a determination to "keep up" with Superintendent Jones than of the drive of a true experimental temper. It may well be that



— Muench, Photo.

Our pupils are ready and able to master the working essentials of any subject of study.

\*Professor of Education and Head of the Department of Secondary Education, University of New Mexico, Albuquerque.

<sup>1</sup>Frank S. Freeman, "A Note on Army and Navy Criticism of Schools and Colleges," *School and Society*, Vol. 58, p. 167, September 4, 1943.

<sup>2</sup>J. W. Diefendorf, "Population Trends—and Grade Groupings in the High School," *Clearing House*, Vol. 14, p. 198, December, 1939.

this apparent tendency is closely related to the further fact that we school teachers of America have not been thoroughly prepared, that we realize the weaknesses of our preparation, that we are conscious of our shortcomings, and that we must endorse something new in order that our fellow teachers shall be convinced that we are something a bit above the ordinary.

What has been said must not be taken as an indication that we should oppose change. On the other hand we must be prepared to make changes since the outstanding characteristic of modern civilization is change and change at an ever increasing rate. Change has been no less marked in education than in other fields. The dominant thought and practice in today's classroom is so different from that of earlier days that many of our present teachers will find it difficult to understand the harshness and rigidity which characterized the educational philosophy and the administrative practice of yesterday.

Progress necessitates change but change is not always progress. Is it possible that the great current of educational practice has drawn into itself some minor movements whose influence has not strengthened the current but which, instead, have tended to form whirlpools and eddies? For example, there is in the minds of many a question concerning discipline in the modern classroom. To many, and they do not advocate return to the "pin-drop" practice of yore, it seems that license has replaced discipline because of the teachers' misinterpretation of the criticism leveled at the older practice. It seems to them, too, that criticism of the old "lesson-hearing" technique with its emphasis on memoriter learning has led teachers to accept glib responses as a substitute for learning. They even fear that very little real learning takes place. Has the reader asked himself the reason for the considerable enrollment in private schools in a country which is devoted to the idea of public education? There are many, no doubt, who send their children to private schools because they think there is some social prestige attached to attendance in such schools. On the other hand, the investigator who makes a study of the causes that led parents to pay the fees required by such schools will not go far before he decides that the fundamental cause is dissatisfaction with the work of the public school and the conviction that the private school has something which the public school does not have.

Criticism does not arise from laymen alone. Witness the concern among educators with the "get by" perversity. This concern is exhibited by the executive committee of one of our great regional accrediting associations which recently endorsed a report beginning with the following statement: "During recent years and months many sources throughout the nation have expressed concern regarding the knowledge and skill attained by high school youth in

the fundamentals of learning." It is clearly expressed, too, in a recent article by a man who occupies a high place in educational councils today. He says, "No educator and no layman is satisfied with the achievement levels of children taught in either the older or the newer schools."<sup>3</sup> The colleges and universities are particularly emphatic in this respect. From every corner of the land there come complaints concerning the low level of achievement represented by the freshman class. Two answers are commonly made to their complaints. First, they are reminded that the heterogeneity of the high school population constantly increases, and, second, that several very careful studies have shown the level of achievement today to be as good as that of yesterday. Neither of these answers, nor both together, is an adequate response. It is true that the school population is more heterogeneous and that, therefore, there are some of whom a high level of achievement can hardly be expected. We expect that. But we also have a right to expect that there will still be those of greater ability whose achievement is high and who have developed work habits that will enable them to give a good account of themselves whether they continue into college or enter employment. It is in this latter group that the keenest disappointment is being registered. Suppose the second answer is true. It is yet not an adequate response simply because the times have changed, the requisites for successful living are far greater today, and, unless the schools have stood still, we have a right to expect much more of today's graduate than of those of yesterday.

#### Fundamental Training vs. Pleasant Experiences

The criticism heard on every hand indicates a need for a searching evaluation of our present practices in the assignment of credits and the granting of diplomas. The public, more interested than ever because of the critical comments coming from the armed services, is ready to support, even to demand, some improvement. This provides our present opportunity. If we have too readily substituted pleasant "experiences" for any fundamental learning, if devotion to a misunderstood philosophy of education, or an uneasy feeling about what the father of John Q. Student might do, has led us to decide that there must be no failures in our school, or if we have allowed the pendulum to swing from the harsh discipline of a bygone age to an opposite extreme represented by the unwillingness of pupils to admit that they should be expected to do anything except what they "want to do," it is our present opportunity to re-evaluate our procedures and find that middle ground dictated by good horse sense (something a mule never had) and which will conserve the good that has

<sup>3</sup>Paul R. Hanna, "The Attack on the Three R's," *Educational Leadership*, Vol. 1, p. 174, December, 1943.

been discovered, while recovering some of the virtues that have been lost.

Experience has shown that in the close-knit society of today there are some things one must do whether he wants to do them or not simply because the group has found that they are correct and has decided that they are to be done and because failure to do them is poor citizenship and indicates lack of a willingness to cooperate. It is believed, too, that in every field of subject matter for which a pupil may enroll there are certain fundamental facts and understandings that must be mastered if he is to receive any real benefit from having studied it. What they are must be determined by the leaders in those fields. Certainly these fundamentals do not include all that is commonly taught under these heads. Certainly, too, we cannot be excused if after having been told what these fundamentals are, we persist in passing pupils who have not mastered them.

When reference is made to our present opportunity, two things should be kept in mind. First, we have been effectively if not rudely awakened from a condition of auto-intoxication and to a realization that too few of our youth are adequately prepared in the elements of English usage, that they have not mastered the control elements of arithmetic and natural science, that they do not have the elementary tools required for straight thinking in the social sciences, and that they have not developed those effective independent work habits that are essential to success. Second, these shortcomings are obtrusive in the thinking of the great mass of our people today and they are not only willing but anxious that we should do something about it. And if, God forbid, we have been afraid to demand more in the way of real mastery, we can now proceed to do so with more assurance knowing that we can at least say to an angry parent: "Well, the armed services require it, you know."

It must be understood at this point that the plea for a general increase in the level of achievement is not a criticism of the newer methods of instruction to be found in our better schools today. Neither does it imply a suggestion that we return to the prescribed college preparatory curriculums of bygone years. The question is not one of how a teacher chooses to teach or of the subjects which a pupil may elect. Instead, it is one of how well the pupil does what he is required or elects to do and of our willingness to give him credit with or without adequate mastery of those things which he has attempted to do.

#### No Danger of Regression

If an unthinking willingness to follow the leader has weakened our educational program and has led us to pass on from grade to grade and to graduate pupils who have not attained a usable control of the fundamental tools, then it may be said

(Concluded on page 77)

## A School Board Responsibility

# The Community School vs. Community Recreation John S. Herron<sup>1</sup>

The nation's concern with the problems of juvenile delinquency has thrust upon school administrators and school boards throughout the country a responsibility of major proportions. Those charged with the custody and operation of 227,000 school buildings of the nation are being asked this pertinent question: If juvenile delinquency is largely the result of misdirected energy, inadequate parental influence, and lack of right direction and supervision of youth in wholesome leisure activities, why then is not this investment of \$7,500,000,000 in school plants being more widely used to provide the program recognized as a vital part of the solution? If school authorities control the capital investment in school plants and have the authority to utilize them for expanded community welfare programs, why the hesitancy to turn idle school buildings and playgrounds into mediums of wider service to the community and to youth, in particular?

To phrase the question in other ways: Why should school buildings and playgrounds be locked up at 4:00 or 5:00 p.m. when they might profitably serve the community until 9:00 or 11:00 p.m.? Does the school's responsibility for youth end when the afternoon session of school closes? Is the afterschool recreation program of a city the concern of the school authorities or

other agencies of the community? Is supervised recreation a logical and integral part of the educational program of youth development? If it is, who should conduct it — the school system, the municipality, or an independent recreation commission?

These and other questions of similar nature are being raised. Community leaders, including school administrators and school boards, differ as to the answers. Apparently most community leaders, including school boards, take the position that recreation is *not* the responsibility of the educational system. This conclusion is substantiated by the fact that, in most cities of the country, organized recreation and playgrounds are conducted by agencies other than the school system.

### Why Boards of Education Hesitate

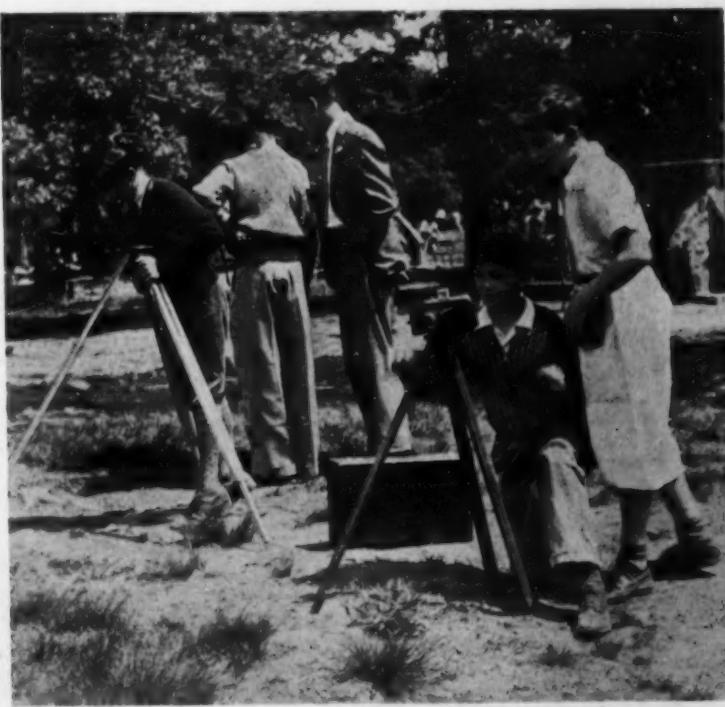
The patent reason why boards of education do not move to extend their authority and sphere of influence further into the field of recreation is largely one of finance. Extension of the community recreation program within the schools signifies increased budgets. Increased budgets mean the raising of larger sums of money, all charged fundamentally to "education." Assumption of the recreation program means more employees, expansion of supervision, and a 12-month job to be done. Why take on additional problems and headaches and increased financial burdens when pre-

vailing arrangements satisfy? Research by the National Recreation Association indicates that when the general financial situation tightens, recreation budgets are more in danger of drastic reduction when recreation is administered by the schools. New York, Philadelphia, and Cleveland are examples of serious budget cuts in recent years. However, in the face of additional financial worries, many school superintendents are individually studying the problem in the light of the question: Do the schools function to the fullest in providing the necessary recreation program which community needs demand?

### Concept of the Community School

If the present-day evolving concept of the school as a "community school" is the correct one, if the school is to be the center of community and neighborhood interest and service and promote the healthy development of children, adolescents, and adults alike, then perhaps the older concept of educational responsibility may be due for critical evaluation and modification. Certainly, a school plant which operates only during limited hours of daylight cannot hope to be the answer. Most assuredly, the "educational" program of the community must be broadened as to functions, the community itself must be "educated" as to broader objectives, and the community must be ready to finance the

<sup>1</sup>Superintendent of Schools, Newark, N. J.



— Photos by Isadore Wasserman.

Archery and Photography are valuable elements in an inclusive program of school and community recreation.



**Happy play for young and old is the core of every community recreation program.**

area of service to be extended, whether the board of education or an independent commission controls the service.

#### Guidance and Recreation

Authorities in student guidance without exception have for years stressed "recreational guidance" as of equal importance with educational, vocational, and health guidance. If this be true, is it logical to deduce that part of the responsibility for community recreation must be accepted by school authorities, and that the recreation program must be closely integrated with the school, its facilities, its program, and its objectives? If educators and boards of education are looked to for aid, in large measure, in the solution of juvenile delinquency, in peace times as well as in war times, how are they to wield this wholesome influence when they so often have little or no voice in the direction of community recreation? These are questions which each community, particularly the cities of the country, must answer in the light of prevailing local conditions. Logically, the school authorities cannot be ignored if extended use of schools is to become a reality.

#### Is There a Model Pattern for Recreation?

The schools seem each year to receive from the community more and more problems to solve. At present, it is to the schools largely that social and welfare leaders are looking for aid to youth in trouble. The preventive program, we are told, is largely in our hands. The demand comes, therefore, to open up our school facilities more and more to keep youth in a wholesome environment. To what degree can and will school boards respond? Will this challenge thrust on an increasing number of school systems the job of taking over the major part of community recreation?

And from this thought the question is raised: Is there a model pattern recommended for community recreation?

To this query, the answer is "No." The seasoned position of the National Recreation Association which speaks with impersonal authority from years of continuing interest, study, and research may be summed up as follows: "Because there are so many variable factors in the different cities, there is no single organization plan or pattern which the Association would recommend. All factors in a given city would need to be studied and appraised

before one of several organizations could be recommended for that city."<sup>2</sup> Milwaukee and Newark are two cities in which the major public recreation responsibility is carried by the board of education, and both are regarded as possessing strong features. In both cities, the programs are given substantial support, both civic and financial. However, because success has followed board-of-education sponsorship in these cities, it does not signify that the same outcomes would be achieved in other cities. In several large cities, the board of education is one of two parties in a dual administrative plan; their programs, however, are largely limited to operation of playgrounds and indoor centers on school property.

In recent years, considerable interest in a move toward unification of recreation administration has been apparent in the search for greater efficiency, as exemplified by Baltimore and Washington.

With reference to Newark and Essex County, N. J., it may be stated that up to the present time the records on juvenile delinquency have been most favorable as contrasted with national records and the records of other large cities. Civic and social leaders of Newark believe that the integrated school-recreation program under board of education direction has had considerable bearing on the relatively favorable showing of the city in keeping its youth out of trouble.

#### The Newark Recreation Program

The following presents some of the most important aspects of the Newark recreation program as conducted by the board of education:

Newark has a population of approx-



**Quiet activities are as valuable for recreation as the vigorous games.**

<sup>2</sup>From official communication of National Recreation Association, New York, under date of January 13, 1944.

imately 429,000 people of many racial strains, typical of most industrial cities of the nation. At present, the board of education operates 70 school buildings, ranging from schools of 6 teachers to large high schools of 115 teachers or more. Thirty-three school buildings, servicing all areas of the city, operate as recreation or community centers throughout the 12 months of the year. Qualifications of recreation teachers are the same as for all teachers — college training, with special preparation in recreation. The salary schedule range is from \$1,500 to \$3,200 per annum. Four full-time supervisors direct the program under the leadership of the Director of Physical Education and Recreation.

All 33 centers operate in school buildings from 3:15 p.m. until 9:00 p.m. Eleven community centers operate programs two evenings per week until 11:00 p.m. All centers are open on Saturdays until 5:00 p.m. During the months of July and August, 13 additional schools and playgrounds are opened as playground centers. Full use of classrooms, shops, auditoriums, and gymnasiums are available for the teachers of recreation. An additional corps of approximately 120 teachers are assigned for the summer months.

In addition to school plants used in the recreation program, the board of education for the past year has selected teachers for and supervised the recreation program of the Newark Housing Authority, conducted in seven new housing projects.

To meet the exigencies of wartime, because of the entrance of thousands of mothers into war industries of the area, all playgrounds, recreation centers, and community centers operated during last summer on a staggered plan of teacher assignment, from 9:00 a.m. to 9:00 p.m. Twelve



Red Cross Sewing and Knitting are fine war activities for adult recreation and have both war and household values.

centers operated school lunch programs during the summer months when regular schools were closed.

In addition to the program conducted by the board of education citizens of Newark are served by play facilities in three parks under the Essex County Park Commission and by three baths and two swimming pools operated by the Department of Parks and Public Property of the city of Newark.

#### Evaluation of the Newark Program

The citizens of Newark have come to the conviction that the community recreation program as operated for 25 years by the board of education is the program

which most efficiently serves the needs of the city's youth and the adults as well. Prior to 1918, there existed a dual playground system, operated in part by the board of education and in part by the Newark Recreation Commission. This dual arrangement was not satisfactory. Finally, the Newark City Commission requested the board of education to assume full responsibility. Subsequently, the playground pattern was expanded and established on a 12-month basis. It has been operating since according to the plan as previously presented.

It is not to be assumed that perfection has been reached. Progress is being made each year as adaptations take place. The "community school" concept of education has been accepted by the community. The school principal today has the same responsibility for promoting the recreation program of after school and evening as he does for the traditional "educational" program which for decades was regarded as his major field. The board of education budget during the past two years has annually included approximately \$310,000 to provide for the recreation needs of the youth of Newark.

During the past year, New York and Philadelphia papers have praised the Newark program, both in news and editorial columns. The November, 1943, issue of *Ladies Home Journal* devoted a special story to the effectiveness of the Newark program in meeting the challenge of juvenile delinquency. The Columbia University survey of the Newark school system in 1942 evaluated the recreation program in most favorable terms, particularly with reference to teacher preparation, basic philosophy, organizational pattern, and the development of community understanding and support.



On hot days a shady game corner is happier than the games which call for vigorous action.

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# Budgeting for Schoolhouse Construction

W. E. Rosenstengel<sup>1</sup>

Americans will witness in this country during the postwar period one of the greatest "booms" in schoolhouse construction they have ever seen. Generally speaking, very few school buildings have been constructed during this wartime. Preceding the war many communities were aware of their school-building needs, and since the war other communities have lost their buildings by fire. Very few of these have been replaced. This is the time the administrator must make his plans for the post-war building to be constructed.

Frequently, boards of education and administrators think of the contracts for planning and constructing the building as the chief cost of the project. The result is that often school-building projects are completed with a financial deficit that must be met through the current expense budget of subsequent years. This practice means that current expenses must be curtailed to pay off unexpected building expenditures. Wise planning and budgetary procedure will eliminate such practices.

The budget for schoolhouse construction or capital outlay has three parts just as a well-planned current expense budget. These parts are: the educational plan; the financial plan; and the expenditure plan.

## The Educational and Financial Plans

The educational plan must be worked out to obtain the kind of a building suited to the needs of the community. Foresight and far sight are needed, because every building which is erected tends to fix the educational program for the community for years to come. It is useless to point out the need of planning a building large enough to meet the needs of the number of children to be accommodated 15 or 20 years hence and also whether elementary, junior, or senior high school pupils are to be housed in the building. The kind of an educational program or the educational objectives of the school will have a direct effect upon the plans of the building. If the educational philosophy of the school is such that the teaching is the so-called academic or "straight-jacket" method, the building will be planned differently than if newer modern methods of teaching are used. The extent that the community will use the building for adult education and other community activities will also have a direct bearing upon the plans of the building. In brief, the administrator must develop complete educational planning if the building is going to be of maximum use to the community. Building plans which determine financial and expenditure

plans must be developed in light of the educational program.

The financial plan does not involve as many items as to source of income as a current expense budget. The main source of income for school buildings in the United States comes from an issue of school bonds. In some of the states, the state pays a portion of the building costs. There is every indication that the Federal Government will give aid, during the post-war period, to schools for new buildings as was done during the "pump priming" depression years. There are also several other sources of revenue for building that must not be overlooked in the financial planning program. The following will serve as a check list of the major sources of receipts for a capital outlay program:

A. Receipts .....	100 per cent
1. Bonds	
2. Premium on bonds	
3. Gifts	
4. Sale of old buildings and equipment	
5. Sale of old sites	
6. Insurance	
7. Grants from state or federal government	
8. Transfers from current expense funds	
9. Miscellaneous	

No one community will get receipts from all the above-mentioned sources, but the administrator must carefully check all possible sources so that he will have an accurate estimate of the amount of money available for the proposed building program.

The expenditure side of the capital-outlay program is much more complicated than the receipt side. Time after time the construction and architectural costs are considered as the costs for the building. These are the cases in which a deficit often occurs in the capital outlay fund. There are many other items of expenditure that must be considered if the capital outlay fund is to balance. The following items of expenditures with approximate per cent of each item of the total capital outlay project may serve as a guide for the administrator in formulating the expenditure side of the budget:

Expenditure Items	Percentage
1. Cost of Bond Issue .....	1.0
a) Election .....	.25
b) Legal .....	.3
c) Printing .....	.2
d) Publicity .....	.25
2. Surveys and Consultant Costs .....	1.0
a) Educational .....	.5
b) Physical .....	.5
3. Site .....	10.00
a) Appraisals .....	.05
b) Condemnations .....	.05

<sup>1</sup>Professor of Education, University of North Carolina, Chapel Hill.

c) Cost of land .....	9.5
d) Legal service .....	.1
e) Surveys of boundaries, service lines, and topography .....	.1
f) Titles, deeds, etc. .....	.1
g) Test drilling for foundation work .....	.1
4. Selection of Architect .....	0.3
a) Investigations .....	0.1
b) Legal .....	0.1
c) Traveling .....	0.1
5. Architect's Fees for Building .....	6.0
a) Drawing plans .....	3.0
b) Supervision of construction .....	3.0
6. Building Contracts .....	65.4
a) Abnormal foundations .....	0.5
b) Advertising .....	0.4
c) Electric .....	2.8
d) General .....	51.5
e) Heating and ventilation .....	6.5
f) Plumbing .....	3.7
7. Educational Equipment .....	7.3
a) Awarded contracts .....	6.60
b) Planning and designing .....	0.25
c) Specifications .....	0.25
d) Taking bids .....	0.20
8. Landscaping .....	7.0
a) Awarded contracts .....	6.4
b) Plans .....	0.2
c) Specifications .....	0.2
d) Taking bids .....	0.2
9. Miscellaneous Costs .....	2.0
a) Dedication .....	.10
b) Fuel .....	.25
c) Insurance .....	1.0
d) Janitorial .....	.25
e) Others .....	.40
Total .....	100.00

It is realized that no one building program may be so extensive that all the above-mentioned items of expenditures will be involved. This list, however, will serve as a guide for the administrator to check the major possible expenditures. The percentage of each item of the total capital outlay cost will give the administrator a basis for formulating a definite budget. The total estimated expenditures should not be in excess of the total estimated receipts. If school administrators make definite educational financing and expenditure plans, the building project will be finished and current expenses will not be sacrificed. If plans are not completely worked out, the chances are that part of the building will not be finished, or equipment will be omitted, or money will have to be transferred from the current expense fund. This problem is important enough to justify much time and thought on the part of all who are responsible for the whole building program.

# Educational Level Attained by Minors Leaving Large Pennsylvania Schools for Employment

Carl D. Morneweck<sup>1</sup>

Even the most disinterested person is aware of the influx of minors in their early and middle teens into the employment market. The lure of wartime wages and a desire to assist directly in the war effort has attracted thousands of minors, so much so that serious consideration to this problem should be given by all thoughtful persons.

Authorities familiar with the man-power problem have discouraged wholesale withdrawal from school since in most areas the "bottom of the barrel has not been scraped." They have recommended the alternative of part-time employment which does not interfere with school progress. Even this practice has had detrimental effects on pupils who attempt to attend school and carry a full-time job outside of school hours. However, this is a problem in itself, and this article is accordingly confined to those minors withdrawing from school for full-time employment. It includes male and female minors 16 and 17 years of age employed under the provisions of the Pennsylvania child labor law and females 16 and 17 years who were engaged in domestic service.

It was impossible at this time to obtain a summary of the approximately 2550 school districts of the Commonwealth.

<sup>1</sup>Chief, Division of Child Accounting and Research, Department of Public Instruction, Harrisburg, Pa.

TABLE I. Number of Boys and Girls Leaving School by Highest Grade Completed When Certificated for Employment During 1941 and 1943

Highest Grade in School Completed	General Employment Certificates (Aged 16 and 17)				Domestic Service Permits (Aged 15 and 16)	
	Boys 1941	Boys 1943	Girls 1941	Girls 1943	Boys 1941	Boys 1943
Special	70	273	9	62	12	20
Below VI	10	62	1	19	3	5
VI	261	490	55	142	207	127
VII	493	1440	86	486	319	370
VIII	825	3109	248	1179	833	504
IX	1194	4085	464	2117	1394	629
X	1042	3471	644	2709	565	580
XI	560	1537	502	1042	42	144
XII	657	1123	768	1412	..	..
Unclassified	34	215	6	49	1	..
Total .....	5146	15805	2783	9217	3376	2392

Data was available relative to general employment certificates in Pittsburgh, and in 19 of the 20 school districts of the second class (populations ranging from 5000 to 30,000). These districts represent approximately 20 per cent of this age group in the state. Figures pertaining to domestic service permits were also available for Philadelphia, and with their inclusion represent 38 per cent of the population of the Commonwealth in this age group. A specific analysis was made of the highest grade in school completed according to sex, which made possible a number of analyses by comparing 1943 under the full impact of the war with 1941 when the nation was at war's threshold. The reader should

bear in mind that the pupil was enrolled at the time of withdrawal one grade beyond the grade completed.

## Impact of the War Upon Employment

The issuance of general employment certificates during 1933-34 reached an all-time low, when only 395 certificates were issued in the entire Commonwealth. By 1940 this figure had again risen to 12,197 and by 1941, with the industrial upsurge due to assistance offered the United Nations in preparation for the inevitable struggle to come, the figure had risen to 33,243. In 1942 the figure more than doubled when it reached 69,051, while reports available indicate an all-time high of at least 175,000 in 1943.

Reference to Table I gives complete information relative to the number of boys and girls, according to the highest school

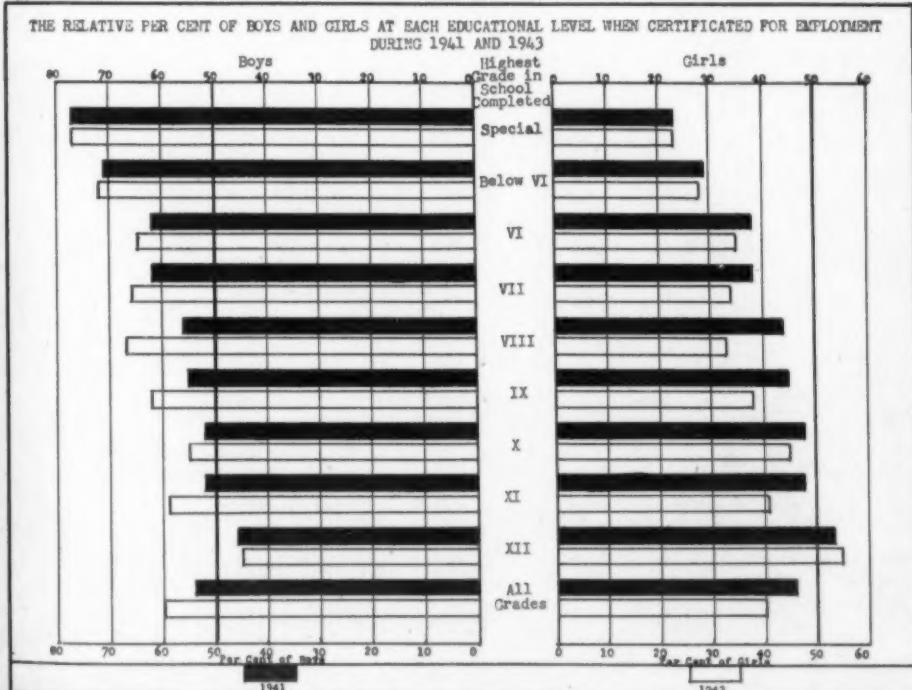


Chart I

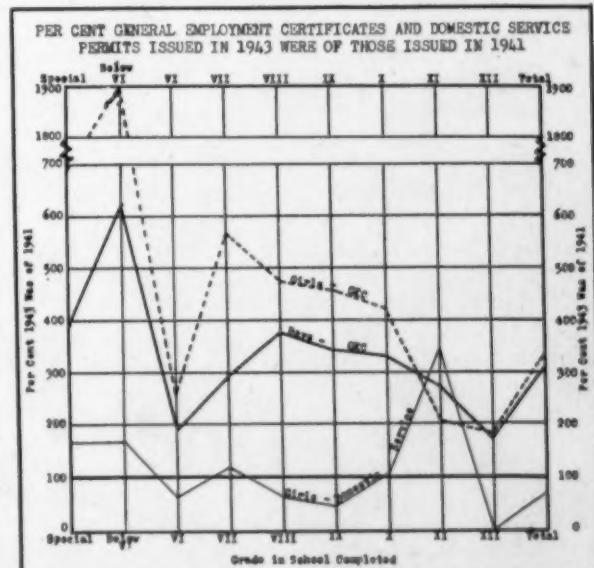


Chart II

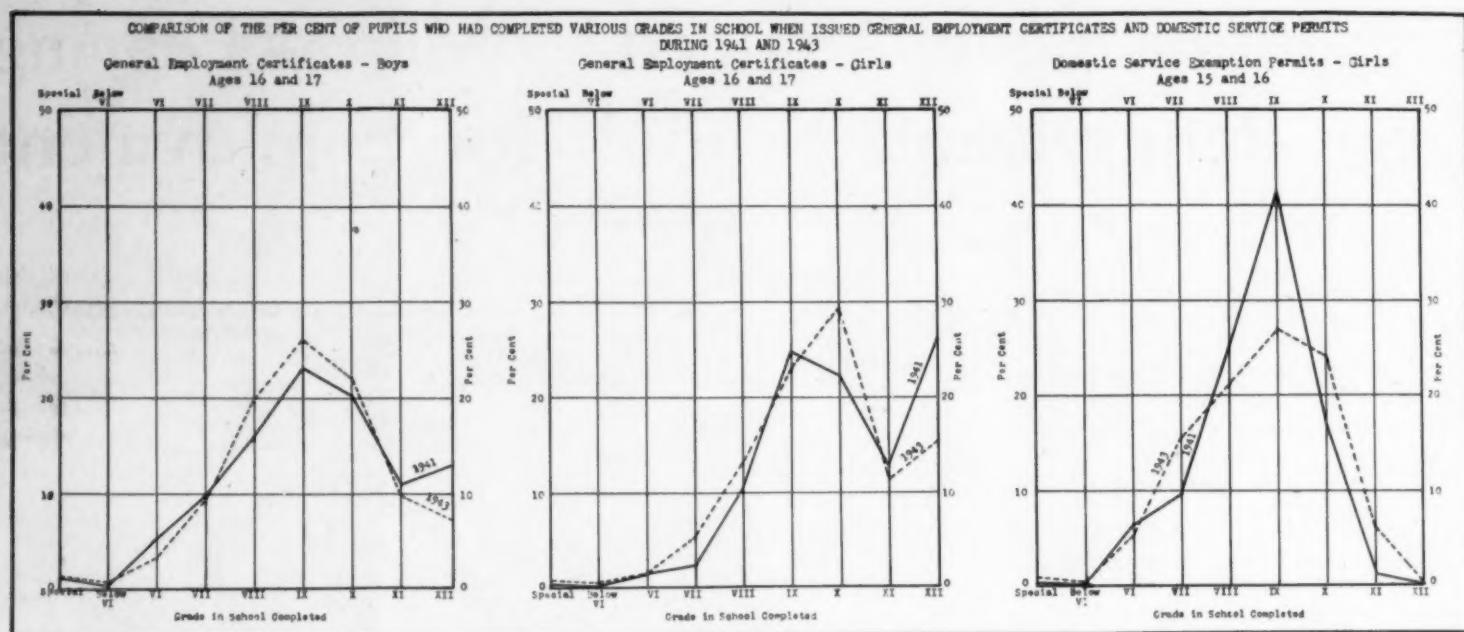


Chart III

grade completed, who had entered the employment market during the two years studied. The chief facts that can be gleaned from this table are that the number of general employment certificates issued to boys had tripled over the two-year period and that the greatest number seeking employment had completed the ninth grade. The number of girls leaving school through the issuance of general employment certificates more than tripled, but differed somewhat from the boys in that the largest single group in each year studied had completed the tenth grade. The number of girls 15 and 16 years of age who were issued domestic service permits decreased by approximately one third, but in each of the years the greatest single number consisted of those having completed the ninth grade. However, to make a more thoroughgoing study of the grade completed during the wartime period as compared with the prewar period a more detailed analysis was necessary.

#### Boys in General Exceeded Girls Withdrawing from School

In cities, girls have an additional avenue for employment which is utilized very little by boys; namely, that of entrance into domestic service. In order to make a comparison of the total number of boys issued general employment certificates with the total number of girls issued general employment certificates and domestic service permits, Chart I has been prepared. This chart indicates the per cent of boys and of girls according to grade completed for each of the two years studied. It is evident that of the pupils who have been in special classes, over 75 per cent were boys, with identical figures for the two years studied. For the pupils assigned in definite grades, however, it was found that the per cent of boys in each year exceeded the per cent

of girls, but the relative proportion of girls increased slightly. However, it is only in the group which has completed the twelfth grade or those who have already graduated from high school that the per cent of girls exceeded that of boys. Another observation is that from grades six through eleven, we find during the year 1943 a greater per cent were boys than during the prewar year. The chart indicates that in general the current educational level of the boys was not as high as that of the girls, in spite of the fact that the girls included minors 15 years of age in domestic work. These domestics had probably not made as great progress in school and besides included girls one year younger chronologically than any of the boys.

#### Increase by Grades Not Uniform

In order to analyze the problem further, it is well to determine the per cent of increase in the number of employment certificates and domestic service permits issued over the two-year period to boys and girls by referring to Chart II. The chart reveals in connection with general employment that the greatest increase from 1941 to 1943 was among pupils who had not yet completed the sixth grade, being 1900 per cent of the figure for girls and approximately 600 per cent for boys. It is evident that the relative increase over the two-year period diminished gradually between grades 7 and 10 and rather abruptly in grades 11 and 12. However, it must be borne in mind that in every grade the number issued was at least 200 to 300 per cent of the 1941 certification.

The issuance of domestic service permits, however, disclosed another pattern. There was a smaller number issued in 1943 than in 1941 to the girls who had completed grades six, eight, and nine. It is significant to note that there was by far the greatest

relative increase for girls who had completed grade 11. At this level about three and one half times as many were issued domestic service permits in 1943. Such an ominous situation bears close scrutiny. It seems tragic that girls so nearly through high school were willing to enter the employment market as domestics. Possibly many of them took over the duties of the home so that the enterprising mother could enter the employment market at a higher wage level than could the daughter.

#### Distribution of Employed Minors According to Highest Grade Completed

A rather analytical approach to the problem is the study of the distribution of employed minors having completed each of the various grades and expressed as a per cent of the total entering employment. Chart III indicates the per cent who had completed each of the various grades. Table II augments the chart by indicating the per cent of pupils beyond certain educational levels. In the case of general employment certificates, the distribution of boys through all the grades was more nearly similar for the two years studied than in the case of girls. A greater proportion of the boys had completed grades 8, 9, and 10 in 1941 than in 1943 (Chart III) but at the same time a smaller per cent had completed high school; namely, 12.8 per cent in 1941 and 7.1 per cent in 1943 (Table II). In the case of the girls, the corresponding per cents are 26.0 in 1941 and 15.3 in 1943. In general, the table indicates that a greater proportion of the boys had completed the upper four grades and a greater proportion of the girls, the upper five grades.

The situation is slightly different in the case of domestic service exemption permits. In 1941 the girls who became employed as domestics were predominantly those who

TABLE II. The Per Cent of Pupils Beyond Certain Educational Levels When Withdrawing From School During 1941 and 1943

Highest Grade in School Completed	General Employment Certificates (Aged 16 and 17)			Domestic Service Permits (Aged 15 and 16)	
	Boys	1941	1943	Girls	1941
XII	12.8	7.1	26.0	15.3	...
XI	23.7	16.8	38.7	26.6	1.2
X	43.9	38.8	61.1	56.0	17.9
IX	67.0	64.7	85.7	79.0	59.2
VIII	83.0	84.4	95.9	91.8	83.9
VII	93.6	93.5	98.3	97.1	93.4
VI	97.7	96.6	99.8	98.6	99.5
Below VI	97.9	97.0	99.8	98.8	99.6
Special	98.3	98.7	99.9	99.5	100.0
Unclassified	100.0	100.0	100.0	100.0	...

Read table thus: In 1941, 23.7 per cent of the boys had completed at least Grade XI, but only 16.8 per cent in 1943. In 1941, of the girls obtaining domestic service permits, 17.9 per cent had completed at least Grade X as compared with 30.5 per cent in 1943.

had completed the ninth year in high school, but in 1943 the distribution indicates that a greater proportion had completed the seventh, tenth, and eleventh years, as the chart succinctly illustrates. It is rather paradoxical, however, to find that at least 30.5 per cent of the girls had completed the tenth grade in 1943 as compared with 17.9 per cent in 1941. It is an inauspicious situation that girls at this educational level were willing to withdraw from high school for this type of work, probably much to their regret later on in life.

#### Conclusions

Assuming that Pennsylvania's largest cities represent typical problems for indus-

trial urban areas, the following eventualities seem possible:

1. If the present trend continues unchecked, the 1950 census may indicate that persons twenty years old and over may have on the average attained a lower educational level than the 8.8<sup>2</sup> years of school attained in 1940. The war may necessitate this but every effort should be made to curb such a tremendous increase. Before withdrawal from school takes place, an attempt should be made to have boys and girls work at least on a part-time basis so that their attendance at school need not be

<sup>2</sup>U. S. Department of Commerce, Bureau of the Census, *Educational Characteristics of the Population of the United States, by Age: 1940*, Washington, D. C., the Department Series P-19, No. 4, December 27, 1943, 14 p.

discontinued. Employers, working in co-operation with school officials, have already done this successfully in many areas of the United States.

2. Should the war continue for many years, the type of recruit from these age levels will not have the educational background of the immediate predecessors. All branches of the service have emphasized the importance of at least a high school education.

3. The study seems to indicate that girls well toward the completion of their high school career are being drawn into domestic service. A possible reason for this is that the mother may be able to draw a higher wage and consequently forces the daughter to assume the home duties. Employers should be very hesitant in employing this type of women when other women are still available.

4. It must be remembered that the judgment of these youth withdrawing from school is somewhat immature. In the years to follow, when they view the situation with retrospect, they may then resent that they were not properly cautioned by school officials, employers, and parents against their early withdrawal from school. It seems inevitable after the war that this group will have to compete on the employment market with their predecessors and successors who have at least a high school education.

## More About More Geography

Alden Cutshall<sup>1</sup>

Geography is no longer a dry memorization of facts concerning the earth's surface and the people living upon it. Nor is it a specialized compilation of place locations or an isolated study of scenery and surface features. Geography is a cultural subject with practical applications and is deserving of a more significant role in American secondary education; it attempts to be human, and stresses thought, rationalization, and causal relationships—all viewed from the interest of man as affected by current life situations. Its practical value should appeal to the progressive educator for without some geographical knowledge it is hardly possible to read the daily newspaper. Our better news commentators are using geography in their interpretations. They are practical geographers. History can be explained in the light of the geography of the peoples concerned. The Bible, too, contains much good geography.

In the American school system, geography is definitely classed as an elementary

subject, or sometimes a college subject. Its near absence in our high schools may be a fault of the organization of our public school system—the administrators. They apparently think of the geography of the past, rather than the present content of the subject. A common excuse is, "There is no satisfactory high school text." A few years ago that statement was correct, but now we have good high school texts in all phases of the subject (physical, economic, conservation, and general world geography). Most of the state curriculum makers should consider the work of Indiana, Texas, Oklahoma, and Minnesota for geography is offered in more than 70 per cent of the high schools in these states. A few high schools in Illinois offer considerable work in the subject but they are definitely in the minority.<sup>2</sup>

<sup>1</sup>University High of Normal offers three separate courses in geography, one a full year course and the other two a semester each. Joliet Township High School has eight teachers who devote their full time to geography work. Oak Park, Blue Island, Quincy, Bloomington, and Harrisburg are other schools that have been offering excellent work in geography.

#### Why Europeans Learn Geography

In European countries geography commands greater respect than it does in America. This fact is known to all geographers and has been noted by at least one nongeographer<sup>3</sup> from whom the following quotations are taken. English schools teach much geography and have good geography instruction. Their immediate objectives are "to make the student a good citizen of his community, a good citizen of his nation, and, finally, a competent citizen of the world." In Prussia, schools which correspond to our high schools "devote as much time to the study of geography as to German language and literature." In Norway, students of high school age "are indoctrinated with an understanding of national resources and how best to use them."

Geography teachers have always advocated more instruction above the elementary level in their field of interest. But that has been dismissed merely as a professor's

<sup>2</sup>Dan Stiles, "Why Not Teach Geography," *Harper's*, Vol. 186, 1942, p. 629.

interest in his subject. It has taken a major war to awaken the public to our geographic illiteracy. A complete lack of fundamental geographic knowledge is very evident, but was probably most apparent during the battle of isolation when distorted statements and opinions were heard or printed with almost monotonous regularity. However, during the past few months many leaders, not necessarily geographers, have openly advocated an enlargement of geographic offerings.

#### America's Need of Geographic Knowledge

In March, 1942, Dr. John W. Studebaker, U. S. Commissioner of Education, speaking before the National Conference of College Presidents included the following remarks.<sup>4</sup>

Now is the time to begin to really teach the American people geography. Apart from the rather backward nations, we are more illiterate geographically than any nation I know. The reason is that we have never really taught geography. . . . So I would recommend that in some way throughout the secondary schools and in the colleges and universities a real emphasis now be laid upon acquainting the American citizens with the realities of the world through intensive courses in world geography.

A few days later, Dr. Harold Benjamin, Dean of the College of Education at the University of Maryland, spoke as follows:<sup>5</sup>

. . . the schools can do more to improve the understanding of the Americas by using geography instruction more extensively than at present. We teach geography quite effectively in the elementary schools, we teach geography in a few colleges and universities to a few students, but in secondary schools, we teach practically no geography. To understand people, we need to know how they live in relation to their environment. We need the geography of the Americas in every high school curriculum. . . . At the end of this war, furthermore, the United States will be the greatest seafaring nation in the world. Transportation in the Americas is going to be revolutionized, and it will not all be air transportation. Geographical knowledge and geographical interest will be the prime educational movers in this development.

Our leaders are advocating a liberal education, especially for those who are to be our political and social leaders of tomorrow. This need has been very aptly stated by Professor F. H. MacDougal, Professor of Physical Chemistry of the University of Minnesota.<sup>6</sup>

When this war (which like all great wars is in the main a conflict of ideas) is over and the United Nations are victorious, the countries of the world will still be faced by the appalling task of devising some scheme under which every nation can develop its economic, social, political, religious, intellectual life, not only without fear of being terrorized or oppressed by stronger nations but with their sympathetic and sincere cooperation. And when post war schemes are before Congress and the people of this country, and are being discussed by our leaders on the radio and in the press and in campaign speeches,

<sup>4</sup>The Conference was held at Baltimore, March 3-4, 1942.

<sup>5</sup>From a speech entitled "Inter-American Understanding in Wartime," delivered to the Alabama Education Association, March 26, 1942.

<sup>6</sup>F. H. MacDougal, "A Liberal Education," *American Scientist*, Vol. 31, 1943, p. 76.

do you not think that you owe it to your country to take a position in regard to such schemes which will be intelligent and based on some real knowledge of the issues involved?

Is it possible to take an intelligent position on these issues without some knowledge of the natural and cultural resources (geography) of the nations concerned?

#### A Strong Newspaper Plea

One of the stronger pleas for more geography instruction has come from a newspaper editorial.<sup>7</sup>

A survey conducted by the *New York Times* covering 7000 college men in 36 institutions of higher learning indicates that the nation's high school graduates and college undergraduates have little knowledge of the basic facts of American history—to say nothing of the background, theories, and ideologies that have motivated our national growth over the past century and a half.

Almost coincidental with this revelation, reflecting on the failure of our secondary schools to prepare our young people for the responsibilities of citizenship, the educators of the country have been startled to find that very few Americans have ever been taught geography. This discovery came when the Army made arrangements with colleges and universities throughout the country to give special training courses to hundreds of thousands of young men inducted into military service. The Army stipulated a rather heavy emphasis on geography in most of the courses, and were the faces of the college presidents red! Many of them found that they had no instructors on their faculties capable of teaching geography classes of college grade. Furthermore, they didn't even know where they could find qualified instructors. Geography, it appears, is something ordinarily taught for a semester in the fourth or sixth grade, sometimes offered in the form of physiography or commercial geography for a semester in high school, and thereafter forgotten.

The impact of global war on national consciousness has brought realization that maps, terrain, climate, and natural resources have significance; that ability to read a contour map—or draw one—is a desirable asset; that the science of meteorology, which is little more than a concentrated course in climatology, is essential not only to prosecution of the war but to the aerial communication that will play so vital a part in the postwar world.

Also, it is becoming obvious that no one can be well grounded in the history of his own country—to say nothing of world history—unless he is first grounded in the fundamentals of geography.

The educators may protest until they are blue in the face, but the facts are that American youth comes out of our high schools with little knowledge of the history of the country of which it is a part, and with even less knowledge of the physical world of which it is a part. Somewhere along the line our educational system must be made to emphasize these essentials. The facts—and the significance—of our historical background must be implanted. And the study of geography must be raised to a level commensurate with its importance.

Four years of work in high school geography has been advocated by both Professor Renner<sup>8</sup> and Mr. Stiles.<sup>9</sup> Although it is not the purpose of this paper to stress a certain number of units or courses, it is imperative that certain readjustments be considered. A few, somewhat brief quotations will illustrate this point: "If our

<sup>7</sup>Reprinted by special permission from *Chicago Daily News*, April 19, 1943. The italics are the author's.

<sup>8</sup>Professor George T. Renner, Teachers' College, Columbia University.

<sup>9</sup>Dan Stiles, *op. cit.*

democratic way of life is to be preserved and made more secure in the future, then our whole educational program needs to be revamped to generate a true geographic perspective of regional and racial relations of mankind."<sup>10</sup>

#### Postwar Geographic Needs

From another source,<sup>11</sup> "Americans today are becoming increasingly aware of the complex interrelations of human society and the interdependence of regions and peoples. In recognition of this fact, high school administrators and educators throughout the country are readjusting their curricular and teacher-training programs—to understand, interpret, and cope with the contemporary world."

It will be futile to win the war unless during its winning, we lay the foundation for the kind of peace and readjustment that will guarantee the preservation of those aspects of American life for which the war is being fought. Citizens need "a comprehensive knowledge of the principles and places involved. Today, more than ever before, we need a workable knowledge and understanding of the entire world of nations. We need to know their major problems and their facilities for solving these problems."<sup>12</sup>

Our schools are planned to mold people's points of view. They attempt to guide our youth for the future as well as to acquaint him with the past. The former necessitates giving the student a complete knowledge of the world in which he lives. It is true that the New England boy should know something about the life in other parts of the country and that midwestern boys should be able to identify eastern seaports. Both should know that airline distance (great circle routes) do not follow parallels of latitude. But more important, they should be made to realize that the problems of the Argentine farmer are similar, yet quite different than those of the American agriculturist; that Asiatic U.S.S.R. might mean something in their lives; that India and China are entirely different from most regions of dense population.

It is common knowledge that our present program of geographic education has been a failure. One of the suggestions for the future has been made by Professors Renner and Meyer. They suggest a *geocentric* curriculum emphasis instead of the present *sociocentric* emphasis in social studies to be found in secondary schools. They anticipate that the geography of the future will be community geography in the elementary grades, followed by the rudiments of global geography, worth-while national geog-

(Concluded on page 79)

<sup>10</sup>Alfred H. Meyer, "Geographic Regionalism of World Problems," *Journal of Geography*, Vol. 42, 1943, p. 76.

<sup>11</sup>"Standards of Certification for the Teaching of Geography in High Schools," *Professional Paper*, No. 6, of the National Council of Geography Teachers, p. 3. (Also published in *Journal of Geography*, Vol. 42, 1943, pp. 41-58.)

<sup>12</sup>James E. Collier, "Geography in the High Schools of Arkansas," *Journal of Geography*, Vol. 42, 1943, p. 134.

## The Wayne Schools Ride the War Impact

M. L. McCoy<sup>1</sup>



First flag raising ceremonies, new Jefferson School, Wayne, Mich.

Nestled conveniently between the Ann Arbor-Ypsilanti education centers and the surging city of Detroit, the city of Wayne of pre-Pearl-Harbor days boasted a population of just over four thousand satisfied citizens. They were satisfied to live beyond urban Detroit and yet enjoy easy access to the great shopping center, her theaters, libraries, and hospitals. They were happy also for the easy reach of university and college to the west, which they freely patronized.

But Willow Run and the war impetus brought in thousands of strangers to sleep four in a bed by shifts, live in trailers, and to occupy over three thousand newly constructed family units—all within a year and a half. Store stocks were bought out. Restaurants were closed for days until more ration stamps and foods could be wrangled from ration boards. Houses were cold for lack of increases in fuel allowances. Schools were forced to half-day shifts and even three shifts per day. Recreation facilities were swamped and overflowed into beer taverns and street gangs.

The original population was resentful for the crowding, the raucous noises, and grabbing. They sighed for an end to all this disturbance and the time when these newcomers would go home and leave them in peace. The newcomers, too, were resentful. Although they were drawing top wages, they were disgusted with the empty grocery counters, the waiting lines everywhere, the jams and delays in transportation. After all, had they not come to help in the war effort? They certainly would go home when this was over, perhaps before. Thus a not too pleasant outlook loomed in the autumn of 1943.

A few clearheaded citizens, having confidence in the democratic process of resolving difficulties through public discussion

and cooperative effort, had formed a Community Co-ordinating Council representative of all the civic, service, religious, and labor groups. Local citizens and public officials, recognizing that this great influx of population would overtax the local school resources, had put under way the construction of 50 classrooms of new school buildings to supplement the 53 already in use.

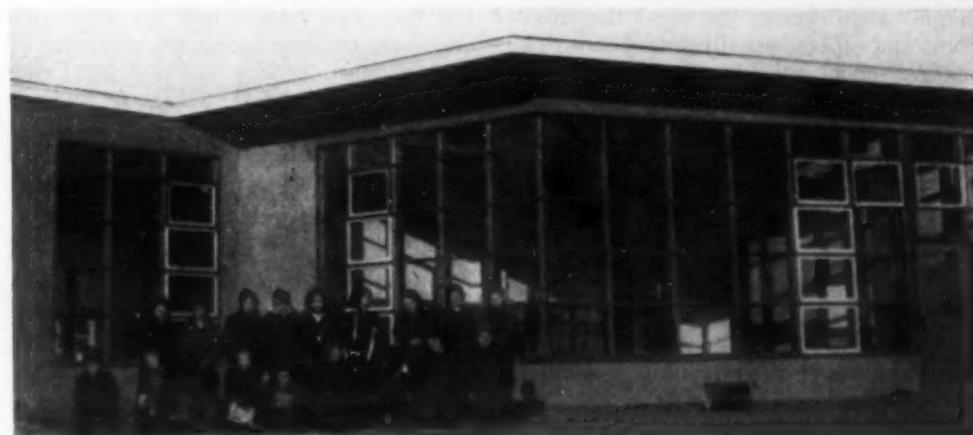
This was indeed an educational and social challenge unique! The faculty and staff of the schools numbering 57 must be increased to 110, of whom 70 had to be recruited. There was no pulling of rabbits out of the hat here. These teachers must be real flesh and blood. They had better be good too, if they were to be welded into a team fit to cope with children from everywhere and make a good job of it!

Since the populace was coming from everywhere and since Michigan industries and the military had exacted a heavy toll of teachers; why not get teachers from

everywhere? Perhaps southern teachers would better aid the adjustment of southern families as would teachers from the East or the West better aid their locals. The recruiting dragnet drew representatives from 15 states other than Michigan, ranging from New York to Texas, and from Minnesota to Mississippi.

The problem of organization was the first objective. Here were whole faculties, no two of whom had ever worked together, and not even a nucleus of adjusted children. Policies and precedents had to be established. In addition to this, regular school buildings were not ready and school must begin. Thirty five family-unit apartments were opened by the Federal Works Housing Agency for use by the schools. Due to the gradual occupancy of the new housing units teacher-pupil ratios remained small until school buildings were ready.

Although the organization of the schools was an important job, the organization and integration of the communities was as



The new school buildings in Wayne are models of functional planning—complete for a modern program and ideally lighted.

<sup>1</sup>Superintendent of Schools, Wayne, Mich.



A home-like browsing corner in a Wayne elementary school.

urgent and quite as essential to the carrying on. Principals were chosen, therefore, with a view to their social as well as their pedagogical literacy, and were charged with responsibility to provide leadership for community organization. This would become an aid for pupil adjustment also. Then, too, it would be tragic for families who had broken away from the friendships, encouragements, and steady influences of their home communities, to live here one, two, or five years against the time when the war should be over and they should have enough money to carry out some cherished plan. They would suspend all the finer things of life, and perhaps be finally disillusioned in their hopes. After all, the school deals in the finer and higher values of people. If the school could cause these parents to declare their finer selves to their neighbors, then there would be no suspension of their better living, and we should enjoy finer cooperation at school.

This program is further encouraged by unique architecture. Besides the classrooms and offices, usually found in an elementary school building, these new school-houses have beautiful day nursery suites, consisting of two large, well-lighted rooms with maple floors, a complete kitchen, clinic, isolation room, lavatories, and office, located at one end of the axis (the east). On the opposite end is a community unit consisting of a large auditorium room with stage, a large kitchen, a crafts room, a double committee room, a storeroom, a checkroom, toilets, and an office. This unit is available seven days including evenings each week for educational, civic, recreational, and religious meetings. This is the center of all community gatherings, be they early Mass, labor union, or cooperatives meetings.

However, the principal's first responsibility is not with community organization; but with pupils and teachers. The school is organized on the single teacher-group basis. Although each building has an art-music helping teacher and an adjustment teacher, these are service persons and not directors. The art-music specialist sits in on the planning of classroom programs and works in the classrooms as an assistant to the regular teacher. Also the adjustment

teacher must keep in intimate contact with the planning of the classroom work and supply the extra help necessary to enable pupils, from so many sources, to live up to their respective capacities for carrying on in their regular groups. This may require home visits, testing, drill sessions, individual conferences, and personal direction of individual children.

The general supervisor, too, is not a director, but a service person charged with the integration and upgrading of the entire program, nursery through high school and adult education. Thus the classroom teacher is held in the focal position of chief agent in the education process. As such, she may call on the entire resource of the school for support and guidance, and the entire organization is keyed to support and assist her efforts.

Day nurseries have been established to care for preschool and part-time kindergarten children whose mothers work in the factories or whose elders work night shifts and must sleep in daytime. Cooperative in-service and preservice training and adult night programs of education are carried on, so that the schools are a vital, constructive factor throughout the complete structure of the community.

All of this would not be possible in the average, stable community, proud of its traditions, and satisfied with its outlook. The tremendous shock of war effort has destroyed the established outlook, and overwhelmed the tradition so that innovation and redirection are acceptable and the schools have become truly the people's schools.

## Suggestions for Observing "I-Am-an-American Day"

Homer Kempfer<sup>1</sup>

Administrators in nearly a hundred school systems last year, grasping the implications for a potential adult civic education program, saw that their schools took the initiative in organizing the community for observing this new national holiday. Since 1940, under authority of Congress, President Roosevelt annually has proclaimed the third Sunday in May as *I-Am-an-American Day* and has asked that local communities observe it with appropriate exercises. The ceremonies should be directed toward the induction into full civic responsibility of both newly naturalized citizens and young people who have become of age within the past year. This memorandum is intended to suggest principles for those in charge of local observance of the day.

1. *Observance should be an all-community function.* From time immemorial induction into full adulthood and full citizenship has been the task of the entire community. No group less than the total community can purport to have an all-inclusive interest in citizenship. Citizenship recognition should not be the special province of the school, of patriotic organizations, of Chambers of Commerce, and similar agencies, but it should be the joint responsibility of them all.

2. *Specific programs of observance should be planned by representatives of all those groups most actively interested in citizenship.* Usually under initial stimulation of local

<sup>1</sup>Supervisor of Adult Education, New York State Education Department, Albany, N. Y.

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## An Adult-Youth Work and Recreation Program

W. F. Himmelreich<sup>1</sup>

Any phase of the so-called youth problem might be discussed at length. It is not the object in this paper to suggest a detailed solution to any phase of it. Suffice it that it is as much a problem of the adult as of youth. Both are interested in work and play, leisure time, health, and recreation. The community's problems and activities are their joined concern. It is only a matter of differentiation; a matter of varying degrees of interest and levels of appreciation. For instance, both are interested in sports. The youngsters may stress active participation in the more strenuous games, such as football and basketball, while the adult may prefer to enjoy these games from the side lines and choose golf and other less strenuous exercises for their activities. Yet both are interested in the community's recreational facilities. So when we study our common problems closely we find that the problems of youth and adult are more often parallel rather than divergent.

However, there is a tendency to create conditions which cause each group to go its own way. While it is true that often the younger set prefers to have its own affairs in its own way, it is likewise true that the elders devise their affairs on a level of mature appreciation. It seems that the effort to be separated in their interest is as much the devising of one group as of the other and both seem surprised to find upon occasion how congenial and happy co-ordinated activities can make them. Certain community problems have been brought to a more successful and permanent solution through the joined efforts of all concerned, and many sound suggestions have had their inception through committees upon which teen-age youth had its representatives. The war activities may make us more aware of this cooperative need and we shall be wise if we consciously plan to continue it into our peacetime efforts.

Because the writer felt that children and their parents needed to have more experiences of enjoying work and play, he provided each week throughout the school year an evening designed to give young and old an opportunity to spend several hours together.

The following mimeographed circular was distributed to the home of each patron, whether or not they had children in school. We were anxious to give all an opportunity to participate.

### SCHOOL ADULT-YOUTH PROGRAM

**What Is It?** The adult-youth program is not a formal school subject offering. It is rather a provision for pupils, teachers, and parents, to spend an evening together in study and recreation

<sup>1</sup>Douglas, Wyo.

according to their own choosing. The work and recreation offerings are as varied as the interests and abilities of all concerned will permit.

**Work Hour.** The group meets every Tuesday evening from 7:00 to 9:00 o'clock. During the first hour from 7:00 to 8:00, pupils, teachers, and parents may engage in any of the following activities: (1) They may gather in groups to crochet, knit, or sew. (2) They may choose to work in the laboratory, library, or shop. (3) Amateur photography, music, certain phases of art or leathercraft may be the interests of others. Provisions are being made to meet the interests of all, as they come within the limitations of the training of members of the group, and building facilities. (4) The smaller children will find their interests satisfied through the "Brownie" work shop and the story hour.

**Recreation Hour.** From 8:00 to 9:00 is set aside for recreation. Those wishing to take part in the more active games will find duckpin bowling, ping-pong, volleyball, badminton, shuffleboard, and darts to their liking. Those who prefer the quieter games may play chess, checkers, cards, and games of a similar nature.

**Who May Come?** All patrons of the school are welcome. In fact we urge all to try to make this an evening of pleasure and profit. All adults whether they have children or not are invited to join this group.

However, *children must bring an adult—mother, father, grandparent, guardian, or be sponsored by an adult who has no children.* Children must be accompanied by an adult. This is necessary to accomplish our purpose, which is to have adult-and-youth to work and play together.

**Special Groups.** Several times throughout the school year we will as groups plan for special evenings which may include community singing, old-fashioned dances, exhibits of work completed, and programs of our own creation. The extent of our study-recreation and special programs depends entirely upon the wishes and enthusiasm of the group. Plan to become a member now and treat yourself to a good time.

### How the Project Developed

There was a fine response to the advertised project and the age group that reported the first evening varied from 6 to 60 years. Groups were organized for work according to their desires, beginning with woodwork, photography, sewing, and knitting. Some preferred to spend the hour in the library, reading according to their own plans; others organized a music group. The older children of junior and senior high school and patrons intermingled in the various groups. Teachers were in some cases in charge of groups and again they might be the learners. Those who knew—taught; those who did not—learned. It so happened that instructors ranged from high school sophomores to regular teachers and patrons who had special training. Men, women, and young folks worked in shop, laboratory, darkroom, sewingroom—doing and making what they had the most interest in, not to complete academic credit, but for the sheer pleasure and satisfaction that is to be found when one works at what he pleases.

When some adults learned that a sophomore girl was especially talented in crayon and pen sketching, a new group was organized with her as the teacher. So throughout the year a free and easy association developed. New groups were organized and individuals moved from one group to another if their interests so directed. The approach of the holiday season suggested several gift projects. The children of the lower grades had their interests satisfied through their room and "brownie shop" activities, and the story hour. They continued with work that their regular school projects suggested if they cared to, or they developed new interests for their evening activities.

After the work hour various recreation activities were followed for the next period. The school had provisions for duckpin bowling, shuffleboard, ping-pong, badminton, volleyball, dart games, and indoor horseshoes. In addition rooms were opened for cards, chess, checkers, and other games. The smaller children played games of their own choosing under the supervision of teachers, parents, or older children. The same rules for leadership and teaching applied in the playing of games that applied in work and study. Those who knew—instructed; those who didn't know—learned, whether they were parent, teacher, or child.

### Real Achievement Recorded

In the spring of the year when the project closed there were 150 enrolled. The many products such as fancy work, knitted sweaters and scarves, dresses, cedar lamp stands, book ends, ash trays, and numerous other useful and ornamental products were a credit to the individuals of the group, and not the least of the results was the free and easy associations, a better understanding between young and old, neighbors and friends. It was not an uncommon sight to see a young boy getting help in wood carving from an elder, or to see a teen-age girl intent upon learning to knit, or to make a new crochet stitch under the helpful guidance of an older woman.

The last evening brought many expressions of the enjoyment which the program of the year had brought. Around the festive board with plenty of sandwiches and other refreshments the year's work and play was brought to a successful conclusion.

Such a program of a youth-and-adult get-together is limited only by the initiative of those concerned and the facilities of the community school. It may be noted that only two rules were formulated. First, no child was admitted unless he was accompanied by a parent or some other adult. The reason is obvious. The primary purpose was to create a work-play period consisting of groups made up of the young people and their elders. The second regulation was inaugurated after the program was in effect. There were those in the community who waited until the recreation hour before coming to the building. It was

(Concluded on page 79)

# Through the Ophthalmologist's Eyes

F. I. Wilson<sup>1</sup>

When "lickin' and learnin'" were considered by the school board to be the only necessities of education, as in Eggleston's *Hoosier Schoolmaster*, the child with defective eyesight was too often the bewildered school outlaw simply because impaired vision slowed his reactions to the point where it became "necessary" to speed up his "interest" by a dose of the birch. And conditions for visual learning by the normal child were below humanitarian levels demanded by the modern school board which takes over main responsibilities for children in its district during the greater part of their weekday waking hours.

Modern ophthalmologists, those physicians who specialize in medical and surgical treatment of the eye, know how a student's standing is measured to considerable extent by his reactions to written words or designs, some close up, others more distant on charts or blackboards. Records of eye doctors show too great repetition of cases where Junior was getting poor grades, losing interest, or developing unsocial traits because he was unable to compete with the better visions around him. Eye comfort in the classroom is important also because of the physiological changes in the structure of the seeing apparatus which take place during the school-college period.

With the intent of laying the facts about protection of students' eyes before readers of the *SCHOOL BOARD JOURNAL*, we asked M. Paul Motto, M.D., an ophthalmologist and president of the Academy of Medicine of Cleveland, and S. H. Monson, M.D., the ophthalmologist who for many years has been the oculist for Cleveland board of education,

<sup>1</sup>Engineering co-ordinator of the F. W. Wakefield Brass Company, makers of lighting equipment.

and who is active in sightsaving work, to present facts about protection of sight in the schoolroom, with particular emphasis on the lighting problem.

It is interesting to note that each of these authorities, commenting independently, called attention to the stresses placed upon the human eye today as compared to that of our ancestors. Primitive man had to be farsighted in order to exist, they point out. Otherwise he could not sight the game that was his food or guard against his natural enemies. In the conservative way of the research man, Dr. Monson ventures that "probably" the human race is more nearsighted today than a thousand years ago, though he hastens to add that there is no "scientific proof of that opinion." Projecting his thinking into the future, Dr. Monson believes it possible that through natural selection the race will become even more nearsighted, unless a radical change in living habits develops.

Dr. Motto feels that students constitute a "special group to which every aid to adequate vision, including proper illumination, has special significance both immediately and in relation to their futures." He considers lighting an extremely important part of the combination necessary to give "optimum vision to children who must recognize the minute differences in form, structure, or even texture, and do it quickly. This usually requires more and better light than objects perceived in the peripheral (farther away) field of vision."

## How Much Light?

Both ophthalmologists agree that 15 foot-candles of general illumination is the minimum requirement for the classroom. (A foot-candle

is the amount of light cast upon a surface one foot distant from a standard light of one candle.) "How much light for a maximum?" Neither of these scientifically trained men will estimate the highest degree of light under which a student should work. They agree that it could be overdone.

"The oculist knows well," states Dr. Motto, "how visual acuity (perception) is increased up to a point by light. Certain levels of lighting have been standardized for the test cards read by patients so as to give responses as nearly equal as possible. If lighting is excessive, or if it is too low, vision is reduced.

"Real harm to the eyes can be caused by insufficient illumination," he continues. "Straining to see affects the focusing power so that fatigue results. When a farsighted eye 'works overtime' to see, the condition may develop into nearsightedness. An astigmatic condition under strained conditions, due to poor illumination, may show progression toward myopia (nearsightedness). Myopia, under strain, usually becomes worse. Strain may be partly relieved by correcting the error of refraction with proper glasses, but even so, the strain continues if illumination remains inadequate."

As to means to assure adequate amount of light, Dr. Motto concurs with Dr. Monson, who says, "The individual can no more guess the exact amount of light than he can guess exact temperature. Ideally, the electric eye should be employed for automatic control of two circuits of light in the schoolroom. The first circuit thus controlled is the one farther from the windows. Close to the windows, a light meter may show as much as 200 foot-candles, yet desks against the inside wall may be lighted by as low as 5 or 10 foot-candles



Before and after adequate lighting units were installed in an Ohio elementary school. The diagonal arrangement of the desks as well as the uniform distribution of light transformed an otherwise dingy classroom into a bright, attractive school home.



The brightest and most cheerful wall decorations and furnishings are of little value in a kindergarten without adequate lighting.

before someone thinks to turn on the lights. But when the electric cell reveals that lighting has fallen below the predetermined level, because of outside weather or time of day, the automatic device switches on the circuit. Only in this way can school executives and parents be assured that their children have sufficient illumination in the classroom."

#### Other Factors Affecting School Vision

Both Dr. Monson and Dr. Motto point out that mere volume as measured in foot-candles is not the complete measure for classroom illumination. Uniformity of illumination is desirable. Contrasts within the room tire the eyes. Given just sufficient light for the task in hand, surrounded by areas of low illumination, is harder on the eyes than when the outside area is brought up to sufficiency standards to match the high illumination of the working plane. This points toward a generally high level of light in the classroom or laboratory, attained by over-all lighting, rather than use of lower general illumination supplemented by "spot" lighting at critical points.

A good example of this tiring contrast is the fatigue frequently mentioned by people who attend the movies. Usually they complain of the "flicker" of the pictures as having strained their eyes. It is more probable, according to these ophthalmologists, that the sharp contrast between the brilliantly lighted screen and the dark auditorium is heavily responsible for these complaints.

"Color and texture of walls and objects in the room which may reflect light sharply enough to cause glare, or which absorb too much light, are also prime considerations in the well-planned schoolroom," says Dr. Motto. "Highly polished surfaces can cause shadows from some angles, as well as glare from others. These tend to confuse and strain the eye. The same applies to constantly moving objects if they are glaring or brightly colored, or to glare from outside daylight illumination."

He states that eye fatigue is not limited to the ocular muscles, but is a progressive fatigue that can affect the entire system. Incidentally, it is his belief that too many children bring tired eyes to school. Seeing conditions at the school may border on the perfect, yet the child may suffer constant eyestrain from improper seeing factors while studying at home. He mentions the old enemy "spotty" illumination at home as one of the worst offenders.

Neither of the doctors go "all out" in favor of any particular spectral type of illuminant (tungsten filament, for example). Their feeling is that all modern light sources which give steady illumination are good.

Dr. Monson is dead set against completely indirect overhead lighting. It has become obsolete in his opinion as newer types of semi-indirect luminaires have been developed to spread more light per watt of current consumed, still with the desirable uniformity and lack of glare. He feels too that totally indirect overhead lighting, with its "black"

reflectors against a brilliantly lighted ceiling, is wrong psychologically, both upon pupils and instructors.

In that connection, our company published about two years ago results of certain experiments and carefully conducted tests on the influence of school lighting upon pupils. In our detailed account of tests made in Cambridge, Mass., among two groups of fifth-grade pupils — groups as nearly equal as possible in chronological, mental, and educational age — it was shown that constant 20 foot-candle lighting for one group caused a gain of 10 per cent in "educational age" over the poorly lighted group. The gain with better lighting was 28 per cent in "reading age." The children in the room with lower level of illumination showed a slight gain in "mental age" at the end of the test period over those in the better lighted room. In other words, they were gaining in mental ability, but falling behind in acquiring knowledge.

Our experience further verifies a statement made at that time by Superintendent U. E. Diener of Van Wert, Ohio, after relighting a 20-year-old school building. The students had been used to low illumination. Without telling them in advance, the new lighting system was switched on in the middle of a period. "The immediate change as well as further change taking place during the balance of the period was remarkable," wrote Mr. Diener. "I am convinced that our new illumination has released a great deal of physical

and nervous energy for school tasks. Teachers are remaining in their rooms for a longer time after school, saying that light is much better than at home. . . ."

Dr. Monson points out several factors apart from lighting that influence pupils. General health, comfortable seating, immediate diet, individual temperament, home conditions, the ability of the teacher to hold pupils' interest, atmospheric conditions in the room (heat, ventilation, cold, dryness) affect a pupil's performance for the day. If unfavorable conditions continue, they can color school performance for the semester or the school year. Therefore, do not overlook other basic factors that may accelerate or retard progress as definitely as low or faulty illumination is the warning of this doctor.

#### Proper Maintenance of Light and Reflective Sources

Dr. Motto warns school executives also, in different vein. Speaking as a physician and not a physicist or illuminating expert, he says: "Electric bulbs are subject to a certain amount of deterioration with use. How much is out of my field. But it is definite and measurable by simple apparatus which every school should employ. The gradual insidious decrease in light volume can bring about deteriorative effects upon pupils' eyes just as much as if the light were inadequate to begin with. It is recognized also that accumulation of dust and grime on bulbs, fixtures, and ceilings or walls reduces the original illumination level. Therefore, in addition to the salutary effect of cleanliness, frequent cleaning of fixtures, walls, ceilings, and decorations is recommended for the direct benefit of the pupils' eyesight."

#### Five Useful Suggestions

It is not the purpose of this article to present lighting recommendations. But, based upon statements of Dr. Monson and Dr. Motto, certain suggestions for lighting a new school building or revamping older structures are made.

*Avoid both kinds of glare*—"direct," caused by light from any source striking the eye directly; and "reflected," caused when too much light is reflected from any surface.

*Finish of ceilings* should reflect about 80 per cent of the light. This means whites, largely. Creams, ivories, pastel greens or blues with reflectivity of 60 per cent are for side walls. These colors are cheery and psychologically uplifting. Keep the colors in pastels: dark shades absorb too much light.

*Avoid sharp contrasts.* Uniformity of lighting over all is to be the goal, rather than generally low illumination brightened by "spot" lighting at critical points.

*Use dull finishes on school equipment.* This aids in reducing glare. For example, desks may well be light in color, but they should be finished in dull tones rather than high gloss.

*Good housekeeping.* Frequent inspection and renewal of cleanliness of light sources, walls, and reflective surfaces pays dividends in general health and particularly in ocular health.

These are the recommendations based on



Close-up of drafting board to show absence of shadows when well distributed, uniform lighting is used. Courtesy of Wakefield.

the conclusions of two eye physicians as they view the general picture of eye health in the schoolroom.

Says Dr. Motto: "Through eyesight, the greatest heritage of mankind, most of our knowledge of the outside world comes to us. Too many of us take good eyesight for granted. It is only when vision is threatened that we appreciate its importance."

To which Dr. Monson adds: "The eyes of the school-age child are not fully developed and are less resistant to the varied influences of the schoolroom than they will be in adult life. Some of these childhood conditions may be responsible for serious eye afflictions that will carry through life. In qualifying a child for school, a prime need is mental and physical fitness with special stress upon those organs of sight which will be the most important vehicle toward attainment of an education."

It is reasonable to assume that these eye physicians' opinions are sound, based upon experience in the treatment of patients and the study of conditions which have in some cases sent those patients to the ophthalmologist. They have not attempted to specify mechanical equipment, but have pointed out advantages and disadvantages of proper illumination.

Therefore, it would seem that in planning school lighting, it is important to consult an illuminating engineer, whose profession it is to see that all elements for better lighting are woven together.

It would seem reasonable also to suggest immediate tests on existing school lighting by means of the light meter to see whether it is up to the standard that children, entrusted to the care of school executives, should have.

The children's progress is measured to great extent by what they see and how quickly and easily they see it. The vision, literally, and the future of young America are to a large degree in the hands of their "parents for a day," the school authorities.

#### SCHOOL-BUS INSURANCE

The Kentucky State Department of Education has recently enacted stringent regulations concerning liability insurance to be carried by boards of education on privately owned vehicles used to transport school children. The regulations are the outcome of a decision of the Court of Appeals in the case of *Kirkpatrick's Adm'r. (Bronaugh) v. Murray et al.*, 294 Ky. 715, in which it was asserted that school-board members who fail to require individuals employed to transport school children to carry insurance can be held individually liable for damages which the school-bus operators cause.

The regulations of the state board require:

- (1) Boards of education shall secure insurance at bid fleet rates when a number of vehicles are operated.
- (2) Bids for fleet indemnity and liability insurance must be obtained from at least three insurance companies and contracts must be awarded to the lowest and best bidder who offers the safest and best protection.
- (3) The Standard School Bus Endorsement adopted by the State Department must be attached to all policies.

It is expected that the bid fleet rate plan required by the board will reduce the cost of insurance more than 50 per cent. In 1941-42, the school boards of the state paid at these lowered rates \$27,393.58 as premiums and the companies paid back for damages \$5,178.52. A total of 1374 buses were insured.

The interest of the state in school-bus insurance represents one of the elements of state administration of pupil transportation. The entire program sets up standards for vehicles, requires standard inspections, and provides means for reducing unit costs.

## School Lunches Are Educational

# THE SKILLET IS HOT

Ira T. Miller<sup>1</sup>

The school lunchroom presents vast educational opportunities. Recognition of that fact has become more general recently and school districts whose organization has permitted such procedure have begun its greater utilization as a laboratory.

In its inception as an activity operated directly by school management the school lunchroom was a filling station in most school systems, having as its prime justification the supplying of nourishing food, especially something warm at cost. It was a place where boys and girls could go to be fed, and two prime educational opportunities were too frequently ignored.

First, few school systems attempted to link lunchroom feeding with the home-economics department's study of food combinations and nutritional values, and the health education program of nutritional instruction. Second, the opportunity to utilize food appeal and food's many ramifications as a means of teaching and guidance was left ungrasped. Both of those conceptions have been left to recent years.

The later conception is still ardent in its stand that the school lunchroom should be a place in which to eat. It still places the lunchroom in a pivotal position around which a goodly share of the school health program may revolve.

But it also projects itself much farther.

### Using the Child's Liking for Food

Experts say that the learning process, when interwoven with the learner's interests and experiences, is definitely advanced. The average person's interest in food is keen and unmistakable, and his experiences with food have been for the most part pleasant to contemplate.

Thus the newer conception is likely to argue that since nature has provided such an all-compelling, ever present interest and experience as food and since by its very nature its production, distribution, and preparation extend into so many arts, sciences, and pursuits, why not utilize it throughout the traditional curriculum wherever it touches?

That conception gives food a wide educational usefulness because it touches many fields of learning. With food comes arithmetic, homemaking, geography, science, art, transportation, language, social behavior, reading, mechanics, spelling, physical well-being, not to mention food itself as an intriguing subject for study in its own right.

As a matter of fact, in some school systems, Seattle for example, food becomes a subject



**Serving classmates at a school party is a practical means of learning social graces.**

of attention for youngsters before they have reached the age for study of formal subject matter. In the federally supported nursery schools, which serve children of the ages two to four inclusive, foods of proper nutritive value are scheduled for the daily diet. Mothers, in first bringing their youngsters to the schools, frequently inform the head teacher that Willie or Mary does not like carrots or spinach or oatmeal or cod-liver oil; that "there will be no use attempting to feed the children those foods because they just won't touch them." Yet invariably, before small boys and girls have been members of the school many hours, those who "just wouldn't touch" certain foods at home have acquired many brand new tastes.

### Mary Drank Her Cod-Liver Oil

In one case little Mary was informed that the time had come to take cod-liver oil. Mary made a definite and firm announcement.

"I don't like cod-liver oil," she declared.

The teacher smiled sweetly and invited the children to form their usual line beside the cod-liver bottle. There was a scramble and the line was complete with everyone in place excepting Mary.

"We always take cod-liver oil at nursery school, don't we children?"

There was loud affirmation of the teacher's query. Mary remained a "holdout" until the last in line had swallowed his portion, then

heroically Mary came and stood before the teacher. She opened her mouth and swallowed her allotment of cod-liver oil without a protest. Her conversion was quick and permanent.

Acquiring tastes for valuable and often necessary foods is a widespread accomplishment at these low age levels. It's the start of a food health program.

Food gets its first correlation with subjects of the curriculum in the kindergarten. Arithmetic receives attention when glasses of milk and graham crackers are counted. How many crackers has Jimmie received? How many glasses of milk must the class have?

In kindergarten art, pictures of fruits and vegetables are drawn and painted. In the schools of a city as large as Seattle, children are not always certain of the source of milk, butter, and cheese, so cows are portrayed in pictures drawn by the classes. The children discuss the farmer and his farm, chickens, eggs, cows, milk, hay, and in so doing start the study of oral language as well as geography and civics. The extent to which that interesting topic of food may be used is limited only by the time available and the imagination of the teacher.

### Food Teaching in Primary Grades

Until first grade the school lunchroom has made little if any contribution, but with the first grade the lunchroom comes into its own.

<sup>1</sup>Acting Public Relations Assistant, Seattle Public Schools, Seattle, Wash.



**Children in the Seattle schools learn how to shop for food so that they may understand the selection of food, the cost of various menus, etc.**

Youngsters now find themselves in school a full day. They are obliged to become aware of the opportunity afforded by the school cafeteria, and in a majority of cases they become regular patrons for noon lunch. They may now continue their investigation of food with observations made in kindergarten as a point of departure. As their experiences and subject matter broaden the correlation with food may broaden proportionally.

Pupils will continue to count as they did in kindergarten, but they will also add and subtract. They will discuss foods and farms and create pictures of their subjects of discussion. They will also label their pictures with descriptive words and sentences. They will decide how many plate lunches the class will need at noon. They will decide on the number of spoons and knives and forks the class will require. They may even evaluate the uses of table implements and add further practice to their oral English, but at the same time they will begin the accomplishment of an art that is frequently unlearned when they reach high school.

Bill is a "he man" and entertains a loathing and fear of anything bordering on the "sissy." He is likewise the temporary despair of his mother. One of his chief ideoyncrasies is his complete failure to recognize the difference between a knife, fork, or spoon.

However, in the classroom, he is likely to see the other "he men" of his gang accepting the gospel that there is a difference. In the supervised lunchroom period he is given an opportunity at noon to practice the theories that class has expounded during discussion period. When Bill has reached the eighth grade, he is likely to have overcome most of his failings in the art of eating because of

the many hints and pressures that have come to him both at home and at school.

#### Discovering the Better Foods

In the succeeding grades the process continues with progressive and gradual broadening.

History, geography, nature study, and natural local resources are being combined in projects of Seattle elementary classes. The students bring wild shrubs from vacant lots—"the same wild shrubs that gave berries to the Indians." They find sea shells on the shores of Puget Sound—"the same shells the Indian used for dishes." On week-end trips they find shredded cedar bark—"It's the same material that gave Chief Seattle, his tribesmen, and his forebears clothing and shelter." The children have salmon for lunch, the same variety of fish the Indians roasted and smoked in their camps along Puget Sound.

As time goes on students discover that while all foods are good for boys and girls, some are better. In the intermediate grades the idea of balance in diet begins to take shape. Foods for energy, strong muscles, teeth, bones, promotion of growth are listed and discussed. Menus of the lunchroom are studied, and in the upper grades suggested menus written by students in cooking, health, and physical education classes are prepared by the lunchroom management.

#### Food Study in High School

In the junior and senior high schools the co-ordination of the lunchroom program with the subjects of the curriculum comes to full bloom. The extent of activity and methods of approach are as varied in the Seattle high schools as the number of schools involved.

In some of the schools the accounts of the lunchroom are kept by students in the commercial classes. Commercial students work as cashiers, are responsible for counting cash and preparing statements for banking of lunchroom money.

Cooperation of the cooking classes with management of the lunchroom is a frequent procedure, and this relationship leads to varied student participation in valuable activity.

If girls in the cooking classes, or for that matter in the girls' club or senior class, decide to entertain the freshman girls at lunch, arrangement can be made with the school lunchroom. In directing plans, the cooking teacher and lunchroom manager take pains to see that the girls are instructed in the art of table arrangement. There is a committee for table and lunchroom decoration, for entertainment, for reception and placement of guests.

The niceties of mealtime conversation are discussed beforehand. Proper dress for hostesses in their different capacities is given careful consideration. Of course the menu is balanced and appropriate for the occasion.

Should boys be included in the festivity, they will feel constrained to brush up on all the social behavior their experience has included both at home or in school. Again Bill must recognize the proper fork; his stance and his grip he knows will be scrutinized. He has now reached the age when he realizes the importance of making a favorable impression on the girls with whom he may be seated. When the meal is finished he feels that he has not been eternally disgraced and gives fervent thanks for the guidance he has been obliged to follow.

#### Community Contacts Through Food

The schools make favorable contacts with the community they serve by employing food and the school lunchroom. Committees of the PTA, and of the school board and groups of parents have been entertained frequently at luncheons or teas or dinners. The cooking classes working in cooperation with the school lunchroom plan the menus and dozens of intricate details.

Classes in public speaking, after extended class study, provide appropriate after-dinner speeches. Art and homemaking classes arrange for decorations. The school newspaper covers the festive occasion at least twice—once before it occurs, announcing dates and all pertinent details; next, after the entertainment, telling what did happen with special attention to names of speakers and of guests, and with embellishments of personal interviews from men and women of the community.

Occasionally sending home mimeographed copies of lunchroom menus has proved a worth-while community contact. Parents who have studied child feeding are naturally gratified to find considerable intelligence and concern on the part of the schools in their lunchroom program. Parents who are not so expert have many times come to the schools requesting further feeding lists to be used at home.

**A Dietary Campaign**

One high school recently organized an all-out campaign for intelligent diet. Athletic coaches, cooking teachers, lunchroom management, physical-education directors, boys and girls from the physical education classes, boys representing all major and minor sports, boys' and girls' club representatives, boys' and girls' advisers, school paper editors, the principal and all others interested were enlisted.

The art department threw its entire energy into painting posters and decorative messages which, on the opening day of the campaign, were posted about the building.

Classes in public speech devoted the two weeks of the campaign's duration to subjects having to do with food content, production, and preparation. The school paper proclaimed a contest open to members of the English composition classes whose winning essays on food would appear in the school paper. Drama classes produced an all-school assembly at which original skits depicted the importance of intelligent diet. An eminent food authority spoke. The school orchestra played music with food as its theme.

In the school cafeteria the posters produced by the art classes bore a variety of balanced meals available there. At frequent intervals along the walls appeared the question, "Are You Out of Balance?" Here and there posters listed two lunches: one balanced, the other decidedly unbalanced. The cost of each was inscribed in bold figures. In every case the



**Making change and operating the cash register provides useful business experience for older pupils.**

costs were the same. The figures had been prepared by the commercial and cooking students.

A training table was installed for boys turning out for spring sports, and coaches, and the cooking classes combined with the lunchroom management in preparing the menu for the table.

Tied in with the entire campaign the botany classes conducted a drive for members of a victory garden club. Every boy or girl who agreed to plant or help plant a victory garden was eligible for membership.

In previous years the school had, as a part of the botany course of study, planted a vegetable garden in its own garden plot and most of the produce was used in the school lunchroom. Perishable products were processed in the cooking classes and stored for winter use.

The school's all-out campaign for intelligent diet generated such enthusiasm that the botany classes were able to enlist the help of many students who were not members of those classes. As a consequence the school's garden was enlarged and improved, and summer work was carried on much more effectively than in preceding years.

In most schools, endless opportunities, which the school lunchroom presents for teaching, have been neglected. Of the variety of reasons offered by schoolmen, lack of school organization and of funds, teacher overload, and failure to recognize possibilities are the most important. But no specific school system can claim to have drained the possibilities completely.

If ever the time was ripe for making educational use of food it is now. Because of rationing and threatened scarcity and the constant need for more food production, everyone has become unusually food conscious. It would be well to hit while the skillet is hot.

## The Married-Woman Teacher After the War

J. Howard Kramer, Ed.D.<sup>1</sup>

The question of whether married women should be permitted to teach on the same basis as single women has been argued pro and con for many years. Professional leaders have held almost unanimously that marriage should not disqualify a woman from teaching and that, as a matter of fact, a good teacher should be a better teacher as a result of marriage and child rearing.

The attitude toward married women entering or continuing in the teaching work is not the same in all parts of the United States, but the central West has generally barred from teaching in public schools women who were married and living with their husbands, or women who became married after entering the teaching profession. It is not uncommon for teacher contracts to contain a section whereby the marriage of a woman teacher makes null and void such agreement.

It is safe to say, too, that although many schools have welcomed with open arms married-women teachers during this period of emergency, that as soon as the supply of single-women teachers is again adequate, the married women will be expected to resign and

<sup>1</sup>Superintendent of Schools, Spearfish, S. Dak.

the situation will be the same as it was before. This may seem decidedly unfair and in many cases it is. However, boards of education and hardheaded school administrators have definite and good reasons for taking the attitude they do. The biggest argument against married women continuing in teaching will be economic, but there are other reasons, too. Many of the causes of the attitude of school administrators and boards of education toward the married-woman teacher are of the teacher's own making and are not easily swept aside.

The writer has been curious concerning the "married-woman teacher" situation ever since the war began. A brief study has been completed of 21 representative schools in South Dakota. A random sampling was taken of a few small, some middle-sized, and some larger schools in the state. The findings will probably prove nothing, but they indicate certain attitudes which are thought to be general in South Dakota and the Middle West, and which spell the end of the employment of married-women teachers as soon as there are others to fill their places.

Of the 21 schools studied, only one employed married women before 1941. Now all but

four do so. Married women are given the same kind of contract as single women and are paid on the same salary schedule in 14 of the 17 schools now hiring them. Four schools pay married women on a lower salary scale, and they are employed frequently as "indefinite substitutes." Of the total number of teachers in the schools studied, 700 in round numbers, 72 or approximately 10 per cent, were married women. The smaller the school the greater the per cent of married-women teachers. The range is from none in a school system of 102 teachers, to better than 50 per cent in a school of 7 teachers.

As near as can be determined only 8 of the 72 married women teaching were doing so to earn a livelihood. The other 64 were offering their services on a patriotic basis just as much as a great many men and women in other wartime work for whom considerable more public acclaim is given. Practically all of these women plan to quit teaching as soon as replacements of single women can be obtained.

The question naturally arises as to the ability of these married women who are teaching during this emergency. Every school

reporting indicates that the married women are as well trained for their work as the single teachers. Two schools report that married women are poorer disciplinarians; 9 that they are as good; and 6 that they are better than single-women teachers. On the item of personality 13 schools rate the married women as good and 4 better than the single women. As far as the whole job of teaching is concerned, in 2 schools the married women are rated below the single women; in 11 as good; and in 4 better. Apparently this limited sampling of schools shows the married women, on the whole, are doing as good or a better job than the single women.

Six schools could have operated without the services of the married women, 6 could not have operated, and 15 would have been handicapped. From this finding one might think that school administrators and the public would be so appreciative of the services of the married women during the grave shortage of teachers that there would be an about-face in attitude toward married women teaching. Such does not seem to be the case. Eight of the school administrators were favorable toward married women teaching before 1941,

and 13 were unfavorable. There has been some change in opinion. Two or 3 who had favorable attitudes before 1941 have become unfavorable and vice versa. However, the count finally stands, that after two years' experience, 13 are still unfavorable, and 8 are favorable.

A few reasons should be presented why school administrators and boards of education normally refuse to employ married women and even now are limiting the number as much as possible.

The biggest argument against teaching by married women, with husbands to support them, is the economic argument. Several superintendents reported that married women teaching normally causes unemployment among single-women teachers, and the public will not tolerate this.

Another count against married women teaching is the husband angle. Married women cannot be dealt with singly, but the school administration and board of education has to deal with the husband, too.

Then there is the matter of local political influence, teaching for pin money, and the willingness to underbid the single teacher.

Finally, the married woman is not judged

to be as professional as the single teacher. She has little or no time for outside school activities, particularly those which require evening attendance. Those school administrators who remember the teaching problem of the last war are particularly opposed to married women teaching because, at that time, boards of education and superintendents in many communities "had the devil's own time" with "married woman" teacher problems. In a few communities the scars of those battles are still livid and there is no desire to stage the war anew.

There is no doubt but what our hats should be off to the many excellent married-women teachers who are serving admirably in this crisis. Many of the school administrators have glowing commendations for them. The facts remain, however, that as soon as single women are again available the married women will be expected to step down. The situation may be expected to remain that way in this state and probably the Middle West, educational theory notwithstanding, until satisfactory solutions can be found for all the obstacles which normally bar married women from teaching in public schools on the same basis as single women.

## A New Answer to an Old Problem— Shall We Rate Teachers? c. w. Posey<sup>1</sup>

If the results of a recent questionnaire, to which 37 replies from cities of over 100,000 population were received, can be taken as evidence, the answer is quite definite that teachers should not be rated for the purpose of establishing a basis on which to determine salary increases or decreases. Because of the fact that some of the Portland, Ore., school-board members were interested in placing a new salary scale on the merit basis, the elementary principals' association undertook a study of the problem of rating. As a result of the study, new conclusions were reached as to the purpose for the rating of teachers.

The committee set out (1) to make a study of the purpose of rating and the forms used throughout the United States; (2) to recommend a form for Portland; and (3) to construct a form that would comply with the present tenure law. The study was considered timely because of (1) the emotional strain that results under the present system when teachers are rated; (2) the need for a constant appraisal of administrative procedure; (3) the difficulty of adding together a group of traits and marking a teacher superior, good, fair, or poor; (4) a realization of the newer concepts of organic psychology which takes into consideration that growth is of the whole personality rather than isolated parts; and (5)

the increased emphasis attached to a program of in-service growth of teachers in connection with a new contemplated salary schedule.

After a period of study and discussion the committee decided that the following purposes should be considered in an evaluation program: (1) Improvement of instruction through teacher improvement is the primary purpose for the evaluation of teachers. The purpose of evaluation should be to stimulate desirable growth and should be diagnostic and analytical in nature. (2) Protection of teachers who are doing satisfactory work and who are showing a willingness to grow is an important function of evaluation. (3) The elimination from the system of teachers who have not proved satisfactory, and those who have shown no desire to take advantage of opportunities for professional growth, demands some system of evaluation. (4) The turnover in the administrative staff and the size of the system necessitates centralized records.

### The Extent of Rating

In answer to the questionnaire 26 cities reported that a rating scale to measure and record teacher efficiency was used and 11 gave negative replies. In response to "Who does the rating?" 28 replied that the principals did the rating. Supervisors and directors rated teachers in 14 instances. Permanent teachers were rated annually in 23 instances, semiannually

in 2 instances, and 3 times a year in 1 instance. Temporary or probationary teachers were rated semiannually in 7 instances; bimonthly and 4 times a year, once each; and 28 schools did not respond to this question. Nine schools answered that the rating did affect the salaries of teachers while 21 replied that it did not. Seven of these replied that it affected only the annual increment and 5 replied that it affected the maximum also.

The following were among the questions, "If you still use a merit type salary schedule involving efficiency ratings, have you found it satisfactory in all particulars?" and, "If you do not believe in such a salary schedule, what are the major objections?" Only one reply indicated that the merit type salary schedule was satisfactory in all particulars: "The teachers are rated twice yearly and may not be promoted from one schedule to another if unsatisfactory. The merit type schedule involving teacher ratings is found satisfactory in all particulars."

The evidence against a merit rating salary schedule was very strong as shown by the fact that 27 replies definitely were against such a schedule. The nature of the replies follows:

"I do not believe that any supervisor or principal or any group of supervisors or principals together can be so competent when rating teachers as to decide that a certain

<sup>1</sup>Chairman of Research Committee, Portland Elementary Principals' Association, Portland, Ore.

teacher should have an increase in salary while others should be denied increases. Furthermore, I think that any system of efficiency rating is undemocratic and is bound to result in poor work, slavishly followed courses of study, and great unhappiness on the part of the teachers."

Another city reported, "It is probably the ideal type of schedule if one could find the ideal rater." Another report read, "It simply doesn't work, desirable as it may be theoretically. You may provide the plan which will, I'm interested." And again, "I hope you can find a satisfactory way to apply merit ratings as a factor in your new salary schedule. We have just given it up and put into effect a schedule based solely on training and experience, with automatic exceptions so far as definitely unsatisfactory work is concerned. Personally, I believe that only the Creator can do it fairly well and without headache. When you find the answer please wire."

#### Evaluation Recommended

The committee reached the conclusion that the term "evaluation of teacher growth" would be preferable to that of "rating teachers."

The term "evaluation" connotes that an appraisal and diagnosis have been made and that recommendations for improvement can be made. The committee also recommended that a subjective evaluation in the form of an "open letter" be submitted. This letter should remain within the confines of a prescribed pattern or frame of reference, but only those items need be mentioned which the principal or supervisor feels pertinent to the case at hand. The frame of reference would cover the following items: (a) identification of teacher; (b) brief description of unusual teaching circumstances; (c) commendable teaching characteristics and professional development; (d) outstanding contributions of teacher; (e) weaknesses observed; (f) assistance rendered or proffered by principal or supervisor, and (g) recommendations by principal or supervisor.

The committee made no recommendations relative to salary as it felt that evaluation should be concerned only with helping the teacher in the classroom. Many questions relative to evaluation were not answered but the committee felt that the principal items had been clarified.



**Dr. Willard B. Spalding  
Superintendent of Schools,  
Portland, Oregon**

Dr. Spalding, who has succeeded R. E. Dugdale as superintendent, is a graduate of Wesleyan University, and holds the B.B.A. degree given by Boston University, the Ed.M. degree by New Hampshire University, and the Ed.B. degree awarded by Harvard University.

Dr. Spalding began his educational career as a teacher and principal, serving in the schools of Princeton, Charleston, and Hamilton, Mass. Later he was appointed to the Massachusetts Supervisory Union No. 18. From there he was called to take the superintendency at Belmont, but resigned later to take the superintendency at Passaic. He resigned from the office to take the superintendency at Portland.

4. No differential in salary will be allowed because of sex, marriage, or dependents.

5. Retirement of all employees will be at the age of 65 years. (On July 1, 1944, all teaching employees and on July 1, 1946, all nonteaching employees who reach the age of 65 on or before July 1 of the then current school year shall be retired.

6. All employees of the Highland Park schools, except the superintendent and cafeteria employees, will be placed on this schedule.

7. Experience will be recognized in integral units of one year; training will be recognized as described in item "11."

8. Employees will be classified for the purposes of the salary schedule at the beginning of each school year, and at that time they will be placed on the level warranted by their experience, training, position, and classification.

9. An employee, to be entitled to the next increment on the schedule, must have a certified copy of his or her credits filed in the superintendent's office by September 1 preceding the school year in which he or she expects to receive the increment.

10. Training to be credited to any employee shall be related to the work of the employee. Exceptions shall be only by written consent of the superintendent.

11. The following is the classification of instructional, administrative, and counseling employees:

Group I — All persons with two years of training beyond the high school but less than three years of training.

## The Highland Park Single Salary Schedule

Herman L. Shibler<sup>1</sup>

Cooperative planning by members of the staff is a sound principle of school administration. Whether it is a problem that deals with financial or instructional affairs of the school system, it is good policy to follow. It is an excellent means of educating the entire staff relative to the various phases of the problem and heightens tremendously staff morale. By cooperative planning, the administrator has his staff with him instead of behind, ahead, or against him.

In order to provide the Highland Park school employees with a salary schedule that would meet the rising cost of living, in the spring of 1943, the superintendent appointed a committee made up of representatives from the teaching, administrative, secretarial, health service, and nonteaching staffs to work on a single-salary schedule for all employees of the Highland Park schools. This committee developed a salary schedule which was submitted to the various groups of school employees for approval. Later, the salary schedule was approved by the board of education.

However, in order to put the salary schedule into effect it was necessary for the board of education to secure more money. The board proceeded by resolution to ask the citizens of Highland Park to vote on a three-mill permissive extra levy for a period of five years

for the operation of the Highland Park schools. The election was held June 1, 1943, and carried by an 82 per cent majority vote. The salary schedule went into effect July 1, 1943. Part of the money realized from the extra levy was used to launch the salary schedule and part for the badly needed rehabilitation of school buildings.

The essential features of the salary schedule as developed by the salary study committee, recommended by the superintendent to the board of education, and approved by the board follow:

1. By the approval and adoption of this salary schedule the board of education rescinds older salary schedules and policies relative to salaries previously adopted.

2. This salary schedule expresses a policy which the board of education expects to follow in fixing salaries, but it is not a contract between the board and the employees. The board will make every reasonable effort to maintain this schedule; but it reserves the right to make additions, reductions, or other changes which in its judgment may be necessary from time to time.

3. This is a single-salary schedule in so far as the various classifications are concerned. Each employee shall be paid on the basis of preparation, experience, and position within a classification, — (for example, Teacher-Instructional, Principal-Administrative, Secretary-Clerical, Glazier-Operating and Maintenance, Nurse-Health Service, and Counselor-Counseling). This schedule will be considered as a unit in that the changing of any part of it will affect the whole.

<sup>1</sup>Superintendent of Schools, Highland Park, Mich.

**School District of the City of Highland Park  
SALARY SCHEDULE**

	<i>2 Years<sup>1</sup> Training Max.</i>	<i>3 Years<sup>2</sup> Training Max.</i>	<i>Bachelor's Degree Min. Max.</i>	<i>Master's Degree Min.<sup>3</sup> Max.</i>	<i>Doctor's Degree Min.<sup>3</sup> Max.</i>
<b>Instructional Staff (10 Months)</b>					
Classroom teachers.....	\$2,506	\$2,645	\$1,600 \$3,200	\$1,800 \$3,400	\$2,000 \$3,700
Librarians .....			1,600 3,200	1,800 3,400	2,000 3,700
Mental hygienists.....			1,600 3,200	1,800 3,400	2,000 3,700
Counselors .....			1,600 3,400	1,800 3,600	2,000 3,900
Department heads and chairman.....			1,600 3,400	1,800 3,600	2,000 3,900
Vocational teachers.....			(Temp. Cert.) (C Certif.)	(B Certif.)	(A Certif.)
			2,380 1,600	3,200 1,800	3,400 2,000
					3,700

**Administrative Staff**

Assistant principals — elementary schools (11 months).....	\$4,202	\$4,502
Assistant principals — secondary schools (11 months).....	4,202	4,502
Principals — elementary schools (11 months).....	4,805	5,105
Principals — secondary schools (12 months).....	5,287	5,587
Assistant superintendent (12 months).....	5,407	5,707
Administrative assistant (10 months).....	4,805	5,105

**Health Staff**

	<i>Yearly Minimum</i>	<i>Yearly Maximum</i>
Head nurse (bachelor's degree) (11½ months).....	\$1,840	\$3,350
Nurses (10 months) .....	1,600	2,204
Dental hygienist (10 months).....	1,600	2,204
Physiotherapist .....	1,600	2,900
Nutrition room attendants.....	1,400	1,872

**Secretarial Staff**

	<i>Monthly Minimum<sup>3</sup></i>	<i>Monthly Maximum</i>
Mimeograph operator-typist (12 months).....	.....	\$146.25
Switchboard operator (10 months).....	.....	146.25
Stenographers and junior clerks (10 months to 12 months).....	.....	169.65
Senior clerks (11½ months and 12 months).....	.....	175.50
Secretarial stenographers (10 months to 12 months).....	.....	187.20
Bookkeeper (12 months).....	.....	194.92
Purchasing agent (12 months).....	.....	194.92
Secretary to assistant superintendent (12 months).....	.....	198.90
Secretary to the superintendent (12 months).....	.....	222.30
Bookroom manager and cafeteria business manager (12 months).....	.....	234.00

<sup>1</sup>Bachelor's degree required of all new certificated personnel.

<sup>2</sup>Minima for administrative staff left to the discretion of the superintendent.

No member of the clerical or secretarial staff shall be employed at a salary of less than \$110 per month, leaving the determination of the initial salary to the discretion of the superintendent.

Yearly increments for above classifications — \$200 a year.

Group II — All persons with three years' training beyond the high school but less than four years' training. A temporary certificate in vocational education shall be the equivalent.

Group III — all persons who hold bachelor's degrees and have four but less than five years' training beyond the high school. A "C" certificate in vocational education shall be the equivalent.

Group IV — All persons with five or more years' training beyond the high school, a master's degree being the criterion of five years' training. A "B" certificate in vocational education shall be the equivalent.

Group V — All persons with seven or more years' training beyond the high school, a doctoral degree being the criterion of seven years of training. An "A" certificate in vocational education shall be the equivalent.

12. The following are the positions within the clerical classification:

(1) Bookkeeper; (2) book-room manager and cafeteria business manager; (3) mimeograph operator — typist; (4) miscellaneous clerks; (5) purchasing agent; (6) secretarial stenographers; (7) secretary to the assistant superintendent; (8) secretary to the superintendent; (9) stenographers and clerks; (10) switchboard operator.

13. The following are the positions within the health service classifications:

(1) General nurses; (2) dental hygienist; (3) physiotherapist; (4) head nurse with A.B. degree; (5) head nurse without A.B. degree; (6) nutrition room attendant.

14. The following are the positions within the operating and maintenance classification:

(1) Carpenter, finish; (2) carpenter, rough; (3) custodian; (4) custodian, head — elementary school; (5) custodian, head — secondary school; (6) driver; (7) driver, bus; (8) electrician; (9) elevator operator; (10) engineer, head; (11) engineer, low pressure; (12) engineer, high pressure; (13) fireman, high pressure; (14) fireman, low pressure; (15) glazier; (16) guard; (17) laborer, common; (18) laborer, semiskilled; (19) laundryman; (20) laundress; (21) lockman; (22) maintenance foreman; (23) mason; (24) matron; (25) painter; (26) painter, head; (27) plasterer; (28) plumber; (29) roofer; (30) stockroom manager; (31) stockroom helper; (32) varnish finisher; (33) window washer.

15. The following are the positions within the miscellaneous employees classification:

(1) Accompanist; (2) attendance field worker; (3) junior college union directress; (4) trainer, boys' physical education.

16. Whenever, in the opinion of the board, its receipts will not meet the salary schedule, it will be the policy of the board, after the earned increments have been allowed, to make a general percentage reduction throughout the schedule.

17. For the protection of children, it will be the policy of the board to require of each employee a health certificate from a physician to be filed in the board offices before the employee takes up his or her duties for the ensuing year.

Employees working on a 12 months' basis must file a health certificate by July 1, and those working on a 10 months' basis by September 1.

18. Employees on the instructional staff shall receive \$100 a year increment until tenure is established.

19. All other employees on this schedule, except operating and maintenance employees, shall receive \$200 a year increments until their respective maxima have been reached. Part-time employees shall receive a proportionate amount.

20. If an employee moves from one position to another or one classification to another in which increments greater than \$200 are desirable the superintendent may make a fair increment adjustment.

21. Beginning operating and maintenance employees shall be hired at 90 per cent of their respective maxima. At the end of 12 months' employment the salary shall be increased to 95 per cent of the particular maxima; at the end of 24 months, the salary shall be increased to 100 per cent.

22. The word *minimum* shall mean a salary below which no employee will be placed.

23. No instructional employee who has had experience which makes him more valuable than a beginning teacher shall be hired initially at a yearly salary in excess of \$2,280.

24. Changes in the salary schedule shall fluctuate in the same percentage from minima through maxima.

25. Emergency substitute teachers shall be paid at a daily rate of \$7; permanent substitute teachers, \$8.

26. *Sick Leave* — All regularly employed staff members absent from duty on account of personal illness or for death or illness in the immediate family shall be allowed compensation for such absence as follows:

- a) Annual sick leave on full pay up to 10 days.
- b) Cumulative sick leave on full pay up to 20 days.
- c) Annual sick leave on differential up to 20 days.

27. All full-time employees, except operating and maintenance and cafeteria employees, and the superintendent, shall receive a cost-of-living adjustment of \$200 for the school year 1943-44 which will not be a part of the salary schedule; and part-time employees shall receive a proportionate amount.

28. The maxima for department heads and chairmen, counselors, and directors shall be one increment above the maxima for teachers with equivalent training.

29. It will be the future objective of the board to make a thorough study of the secondary program in view of providing larger and more functional areas within the junior and senior high schools and junior college and to achieve integration of these schools into one school unit.

30. Since this schedule is very liberal it will be the policy of the board of education not to pay additional compensation beyond the regular salary to any employee, except operating and maintenance employees, for what might be considered work beyond the regular schedule. Operation and maintenance employees shall be allowed straight overtime for work requested by the building principal and approved by the superintendent or assistant superintendent.

A school system cannot be operated on a set hourly basis. The number of hours and the spacing of hours will vary from week to week and month to month in order to do the work adequately. However, the board will hold the administration responsible for the equitable distribution of work among the staff. As a general pattern for the secondary level, the following teaching load program is adopted:

a) It will be one of the primary responsibilities of the principal to assign an equitable amount of class and extraclass work throughout the entire staff of the school in which he is in charge. The willing teacher should not be overworked and the unwilling teacher, underworked. In case that a teacher is working under two principals, these two principals will confer on assignment given to this particular teacher.

b) No teacher shall receive additional compensation beyond the contractual salary for after-school work, since this work will be considered a part of his regular school workday under his contractual salary.

c) A secondary minimum teaching load shall consist of:

- 1. 25 class periods per week, and
- 2. A home-room group and one activity; or two activities; or 5 additional class periods; or the equivalent; and
- 3. The maximum teaching load shall not exceed the equivalent of 30 class periods per week;
- 4. The minimum teaching load for department heads and chairmen shall be 15 periods per week.

A junior college minimum teaching load shall consist of:

- 1. 16 class periods per week, and
- 2. (a) Any combination of two of the following:  
An activity  
A scheduled guidance period  
An acceptable piece of research; or
- (b) Four additional class periods per week; or the equivalent, and
- 3. The maximum teaching load shall not exceed the equivalent of 20 class periods per week with two laboratory periods considered as one regular class period.

(Concluded on page 74)



General Exterior View, Lincoln High School, Green River, Wyoming.—K. L. Krusmark, Architect, Casper, Wyoming.

## Lincoln High School, Green River, Wyoming

R. H. McIntosh<sup>1</sup>

Whenever a new school building is constructed, three important questions are involved: First, what is needed in the building both in size and facilities? Second, has the cost of the proposed building been determined adequately? Third, can the district meet the cost, and has the fiscal plan been worked out?

The need for a new high school building in Green River was very apparent, and no argument at all was needed to get the consent of the taxpayers. The former high school had been destroyed almost entirely by fire on October 16, 1941. The gymnasium, located at the rear of the classroom building, was the only portion saved. The need being so apparent, the board of education immediately hired an architect, Mr. K. L. Krusmark, of Casper, Wyo., to draw up the plans and determine the cost. Before the plans were entirely completed, a careful estimate of the cost had been set at about \$190,000.

Upon completion of the plans, bids were asked for. The tenders exceeded the amount of money which had been raised by the sale of bonds and, consequently, it was necessary to modify the plans and specifications. The revised building plans were contracted for, at a total cost of approximately \$220,000. The sale of the bonds was made early in 1942,

when interest rates for municipal bonds were favorable. The net rate for the bonds amounted to about 1.8 per cent, which is extremely low for school bonds in Wyoming.

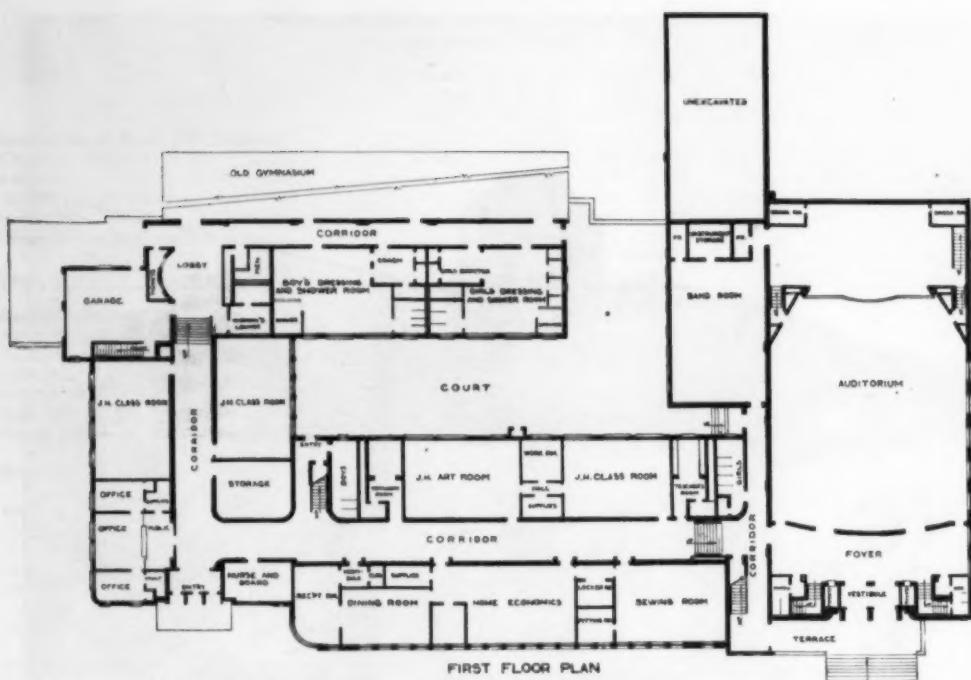
In order to determine the facilities needed in the building, the curriculum was kept in

mind at all times. There was a great deal of consultation among the teachers, administrators, and the school board. Each teacher conferred with the architect in regard to the size and arrangement of the rooms, lighting, and furnishings required for his department.



The study hall and library become a single room under the direction of one supervising teacher.

<sup>1</sup>Superintendent of Schools, Green River, Wyo.



**Lincoln High School, Green River, Wyoming.** — K. L. Krusmark, Architect, Casper, Wyoming.

The general arrangement of the building and the location of special classrooms and shops, together with the problems of student circulation, etc., were passed upon by the superintendent. Finally, the architect, having all of the particulars, developed the plans to suit rather adequately the needs of the town of Green River.

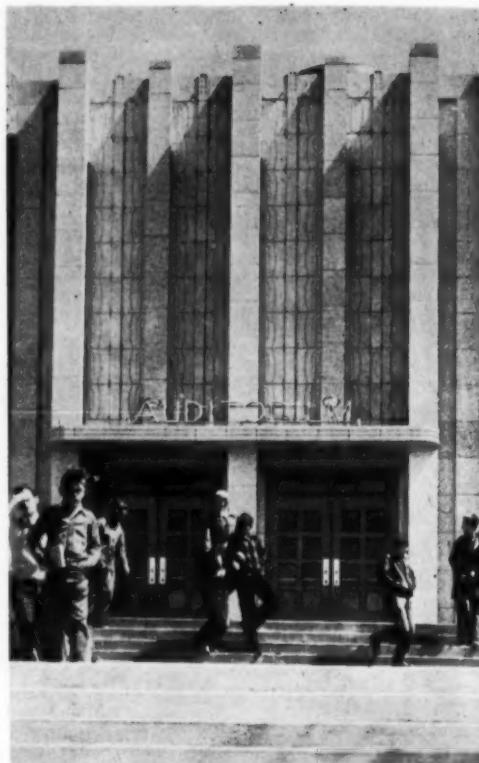
The location was to be the same as the former building, which was near the west end of town. This site, which measures 660 by 450 feet, was originally selected because it was about the only accessible place where sufficient and reasonably level land was available.

The general arrangement of the new building was determined in part by the necessity of having a corridor running from the street front to the gymnasium which was to be connected with the rear of the new building. This corridor in the new building begins with the west entrance, and extends to the back of

the building with a small ramp, to the west entrance of the gymnasium. The north end of this corridor has been widened to provide room for a ticket office on one side and a trophy case on the other. Adjacent to the gymnasium were built two modern and well-lighted and ventilated dressing rooms.

Near the west entrance to the high school were placed the offices for the administration. These offices are also at the west end of the main corridor, where there is a glass-brick partition around the main door. This partition throws light down the corridor and is highly decorative. On each side of the main office are small offices with storage space, a vault, and clothes closets.

On the first floor of the building the entire main front is devoted to the home-economics department, which consists of a small reception room with a large glass-block window, a dining room, and a kitchen. One corner of the kitchen is partitioned off for a model home kitchen, and is fitted with a large monel-metal sink, an electric stove, an electric refrigerator, and cabinets. The rest of the kitchen has five instructional cooking units, each unit having two electric stoves with

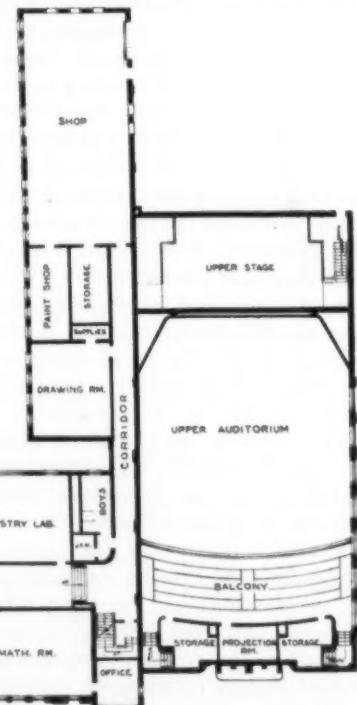


**The auditorium entrance.**

ovens, and two kitchen tables. A large sink is located at the west end for use of all units. Between the kitchen and the sewing room are lockers for storing dresses, and also a small fitting room equipped with mirrors and a pedestal.

The sewing room is a large classroom, well lighted, with the sewing machines situated close to the windows. The room also has 12 cutting tables.

The balance of the instructional area of the



**Lincoln High School, Green River, Wyoming.** — K. L. Krusmark, Architect, Casper, Wyoming.



**The band room is fitted with sound deadening ceiling and floor and is well isolated from the balance of the building.**

first floor includes three academic classrooms and an art room.

On the second floor of the main building there are three regular classrooms, an activity room, and special departments for commerce, science, library facilities, and a woodworking shop. The rooms for the woodworking department consist of one large shop, which although it is on the second floor, is built directly on the side of the hill. It is fitted with a large door so that it is possible to drive automobiles or trucks directly into the shop when machinery or materials are delivered. There are two small rooms, one for storage of lumber, and a finishing room, also a small classroom which is used for mechanical drawing. This room is all equipped with fluorescent lights. These lights are suspended by long chains from the ceiling and can be adjusted to practically any height.

The commercial room is equipped with heavy typewriting desks that do not need to be fastened to the floor. Each table accommodates three typewriters and has five individual students' drawers for each typewriter.

The science department has three rooms, one for physics and biology, one for chemistry, and a lecture room or demonstration room, which has elevated seats and a large demonstration table.

Across the east end of the building is the auditorium, which is a beautiful room with the foyer finished with decorated tile. The stage has a proscenium 35 feet wide and is 25 feet deep. In the rear corners of the stage are two small make-up rooms, and one side of the stage opens into the music room which also can be used in connection with the stage. In the rear of the auditorium is a large balcony fitted with a projection room and two small utility rooms. The exterior of the auditorium entrance is finished in artificial stone, slightly tinted, and extending all the way up to the top of the building. The treatment is repeated on the outside of the west entrance.

The financing of the building, which cost \$225,000 for construction and \$20,000 for furniture and equipment, has been made a part of the regular annual budgets. The serial bonds are so arranged that the annual burden of interest and repayment of capital is rather carefully equalized. The entire bond issue will be paid by 1951.

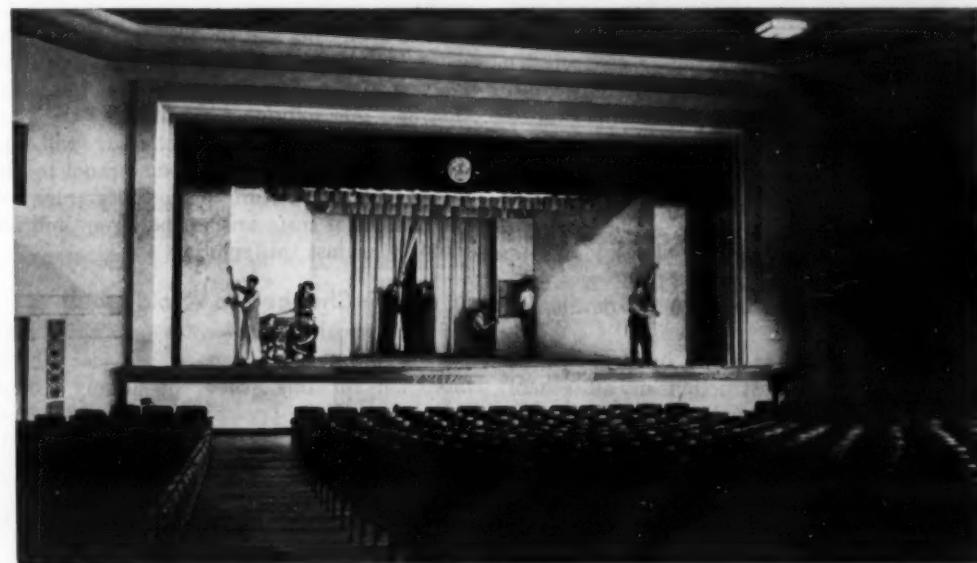
#### CONSTRUCTION DATA OF LINCOLN HIGH SCHOOL, GREEN RIVER, WYOMING

*Mr. K. L. Krusmark, Architect, Casper, Wyo.  
Mr. R. H. McIntosh, Superintendent of Schools.*

*Contract let April, 1941  
Building occupied September, 1942  
Auditorium — 118 by 58 feet; seating capacity, 675  
Gymnasium — 122 by 72 feet  
Exterior — modern design in brick and artificial stone, and glass block  
Construction — reinforced concrete  
Corridors and Stairs — glazed-tile dadoes and terrazzo floors  
Classrooms — plaster walls; cement floor; Celotex ceiling  
Gymnasium — hardwood floor; painted walls  
Toilet rooms — tile floors and wainscots; plaster walls and ceilings; ventilation  
Heating and ventilation — vacuum steam, with unit heaters in gymnasium, and unit ventilators in other rooms  
Temperature regulation — Johnson  
Plumbing — Crane*



The typing room, which is busy all day, is fitted with a sound absorbing ceiling.



The beautifully finished auditorium has every facility found in an up-to-date theater. The student dramatic groups design and build stage settings and act modern plays.



The inclusive industrial arts courses are adjusted to the needs of students from the town and the surrounding ranches.

# Planning an Elementary School

David Goldwasser<sup>1</sup>

The New York City postwar school-building program comprises 73 school projects to be completed at an estimated total cost of \$100,000,000. Each of these projects requires individual study involving specific problems. What will be the purpose of the school in terms of children, adults, the community in general? What is the best location of the school to carry out most fully its function? What building facilities must be provided to implement the activities of the school? How shall these facilities be grouped in terms of the selected site so as to provide most economically for the best educational use of the building? What equipment is required to make the plant workable, with due regard to safety, heating, ventilation, sanitation, together with special consideration of the educational program and the economical administration, maintenance, and operation of the school? To save time and expense, these questions must be definitely answered before the final process of preparing the plans and specifications is undertaken.

A new school plant becomes necessary for three main reasons:

1. Obsolescence of present plant
2. Overcrowding of present plant
3. Provision for growth in a developing area.

In the city of New York, by provision of the charter, the construction of all school building is financed through a separate "capital outlay budget" approved for the current year from a Six-Year Building Program prepared each year by the board of education. This program, due to its long-range nature, is necessarily tentative in character and is subject to revision as the individual projects are reached. It is based on information at hand at the time of preparation. This information is derived from statistical studies by the Division of Housing of the board of education, from recommendations of the assistant superintendents in the field, of other city departments, particularly the Park Department and the Housing Authority, and of civic agencies, etc.

## A Typical Project

When a project appears in the capital budget for the current year, further study becomes necessary so that the finished school plant may serve its purpose efficiently. The steps involved in this study will be most clearly seen in a description of the progressing of a particular project now being planned. The school is scheduled for replacement and is now housed in an old building. It is under the shadow of an elevated railroad structure erected later than the date of construction of the school. There is a limited amount of outdoor play space. The neighborhood is more

<sup>1</sup>Principal assigned to the Division of Housing of the Board of Education of the city of New York, N. Y.

or less static, consisting of low-income groups.

The schools of the city of New York, wherever possible, are organized on the 6-3-3 plan. The present school has grades K-6B and as there is a well-equipped junior high school in this section, it was determined that the new building would provide for grades K-6B.

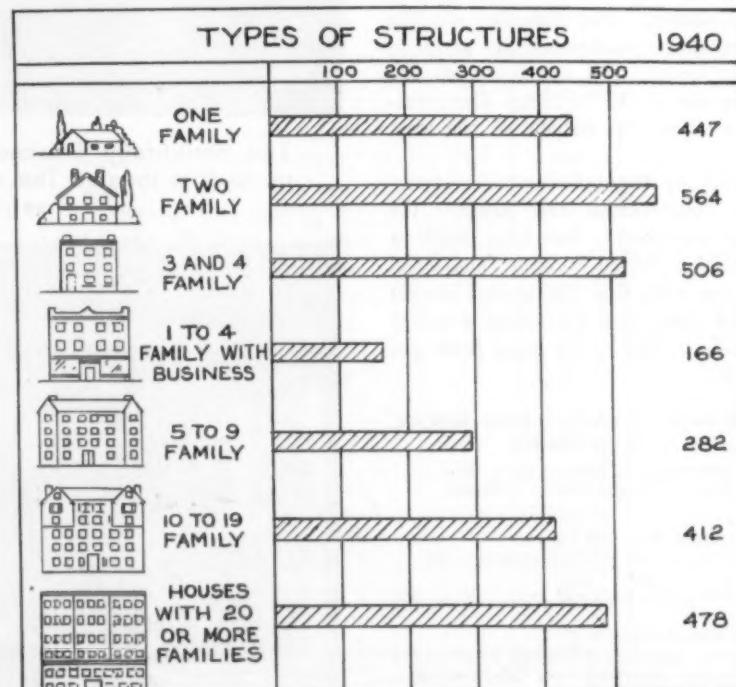
Economy would suggest that, all other things being equal, the school be replaced on its present site, additional land being acquired to increase the amount of outdoor play space. While New York City has been eliminating elevated railroad structures, this particular branch is not marked for early removal. To continue the school in its present location would be inadvisable. There is a park playground to the east of the school and an exchange of sites might be effected, placing the school upon the site of the playground and using the school site for playground purposes. However, there is a sharp grade at this location and this solution would require the construction of a substantial retaining wall and entail staircase access from the school to the playground. The nature of the topography and the additional costs arising therefrom militate strongly against this solution.

## Site Changed to Avoid Noise

It was decided therefore to seek a site elsewhere, but near enough to provide accommodation for this school population. Block spot maps of the present school register and

of the registers of neighboring schools were prepared. Study of these maps and consultation with the local assistant superintendent presented an interesting situation. The greatest density of population is northwest of the present school. Location of the new building several blocks north and west, and the anticipated decrease in school population, made possible the planning of a smaller building than originally contemplated. The cost of acquisition of a new site was offset by smaller building, lower cost of construction, and greater utilization of present buildings. An excellent site was found adjoining a large public park, where there will be ample land for the building and for adequate outdoor play space.

Having determined the grades, size, and location of the school, the next step was to set up the building requirements. Such recommendations are proposed by the Elementary School Division and are based upon information furnished by the local assistant superintendent and the local principal who are most familiar with the peculiar needs of the community. Coincidental with this an area study was made by the Division of Housing. This study included social-economic factors which are of the greatest importance. This is an area of comparatively low population density. Seventy-five per cent of the population is to be found in houses of four families or less. There are sufficient community agencies. The



A balanced study of the community which an elementary school is to serve includes not only a chart of the housing, like the above, but also charts of (a) occupation groups, (b) age of housing, (c) nativity of inhabitants, (d) citizenship, (e) years of schooling, (f) anticipated population trend, (g) rentals, etc.

population is 60 per cent native-born white. More than half of the foreign born are citizens. The educational status of the area is not high. Of all persons 25 years or older, 80 per cent have eight years or less education. Normal income is low, occupations being found mainly among factory, sales, and clerical workers. The transportation is good. There are two large parks in the immediate vicinity.

#### Conclusions of the Study

The following conclusions were arrived at:

1. There is a strong possibility of housing rehabilitation in this area, most probably in the form of multiple family construction. This is borne out by the fact that the city Planning Commission, in the "Master Plan," has reserved a considerable portion of this section for future housing development.

2. There is a fertile field for adult education and citizenship training.

3. Sufficient site should be provided and the building planned for expansion should the neighborhood increase in population.

With these considerations in mind a "program of requirements" was prepared. This will serve as a guide to the architect in the actual planning of the school. There are five major divisions.

#### I. The Technical Description of the Site

This describes the metes and bounds of the site authorized by the Board of Estimate.

#### II. The Educational Philosophy of the School

This section is based upon the conclusions

derived from the studies described above and will enable the architect to understand the spirit and the function of this particular school. A forward-looking architect will supplement this by studies of his own.

#### III. Detailed Space Requirements

This section refers to portions of the *Manual of School Planning* of the board of education of the city of New York. This manual is a condensed statement of the long experience and present practice of the board of education in schoolhouse construction. It is offered to the architect as a guide. In general, these requirements are such as are common to all schools on each level.

#### IV. Additional Specific Space Requirements

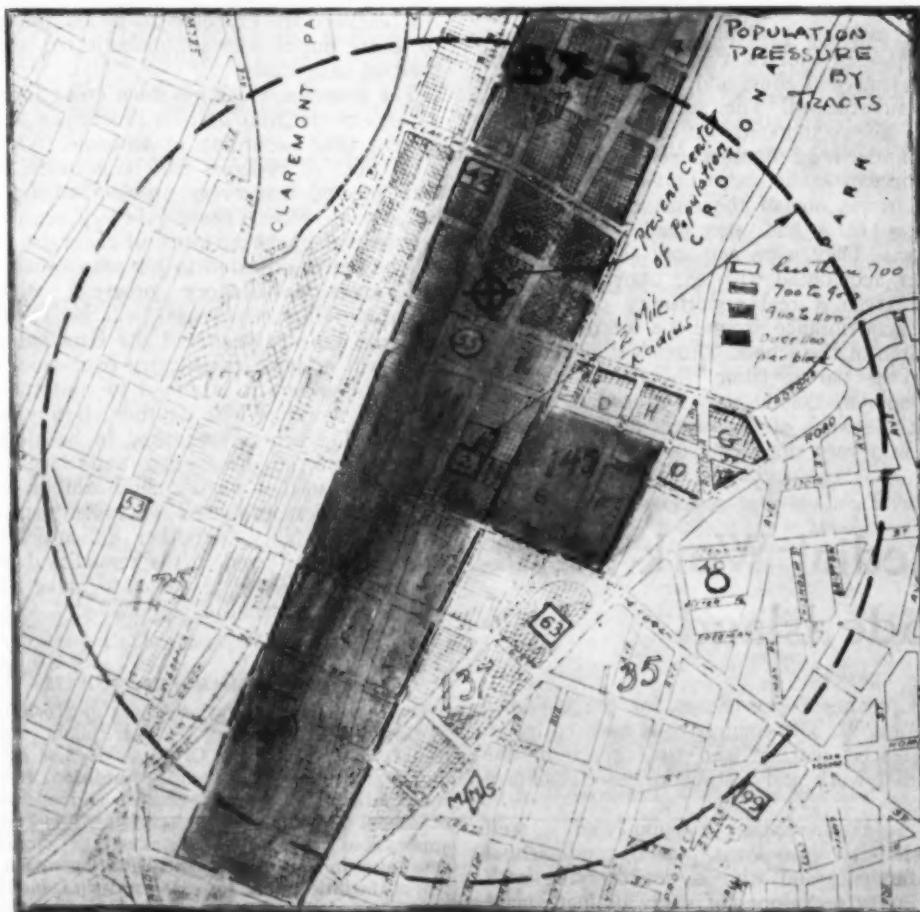
In this section are described by name, size, and drawing number, those school units needed for the particular project.

#### V. General Requirements

These include height of building, provision for expansion, adult education, community facilities, and similar matters.

#### Using Vast Experience

Because of its vast and varied experience (New York City operates some 800 buildings), the Bureau of Construction has a great reservoir of material in the form of standards for rooms, shops, standard details, etc. These are constantly revised for more efficient operation or to meet changing educational thought. They are used with whatever variation becomes necessary for any particular instance. The problem of working out the equipment list for the school becomes, therefore, a procedure that requires little new study for the various projects. It necessitates only the adaptation of the standards to meet any particular variation.



Maps of the area to be served may be crude but should include information on population, traffic, health, etc.

#### CALIFORNIA SCHOOL-BUSINESS OFFICIALS MEET

The California Association of Public School Business Officials held their 1944 convention at Fresno, on March 13, 14, and 15, with 125 school-business officials in attendance. The meeting was entirely streamlined, with no entertainment features.



**Clyde S. Yerge**  
President, California School Business  
Officials

In addition to the usual fine committee reports, there were some interesting addresses. "Education for the Postwar Air Age" was discussed by Harry W. Jones, of Piedmont. Dr. Walter Dexter, Sacramento, followed with a talk on "The State School Program in the Postwar Period." "War Production Training" was taken up by Samuel Flick, of Sacramento. "School Business and the Veterans' Rehabilitation Program" was discussed by James Muirhead. "Factors Governing Educational Planning" was the topic of Dr. Vierling Kersey, Los Angeles. Dr. Frank W. Thomas talked on "Teamwork in Education." Dr. Willard S. Ford, Glendale, discussed "The Business Official's Relation to the School System" and J. M. Lowery, Los Angeles, talked on "Public School Audits and Typical Findings."

The meeting closed with the election of new officers for the year 1944-45.

President, Clyde Yerge, Oakland.

First vice-president, L. L. Cunningham, Los Angeles.

Second vice-president, Harold Yost, Santa Ana. Secretary, T. L. McCuen, Bakersfield. Treasurer, Clara Andrews, Berkeley.

With this "program of requirements" and access to the information described above, the architect is equipped to begin his planning. A plot survey and a borings survey are submitted followed by sketches showing schemes for placing the building on the site. These will be reviewed by the Division of Housing with regard to orientation, quiet, safety, and the economy of utilization of the site. Preliminary sketches will then be developed which will be studied for relationship of spaces and compliance with the program of requirements. At this point the reviews will disclose whether the planning will fully meet the needs of the school and whether these needs are being met in the most efficient and economical manner, not only in terms of initial cost but also in terms of continuing maintenance and operation.

(Concluded on page 74)

## Ideas That Have Worked:

### The Value of a Parent Clinic

A. G. Schroedermeier<sup>1</sup>

"Visit Your School" has been a common slogan addressed to parents during Education Week each year. It has been one of the prominent educational activities of Education Week for many years in the schools of Dodge City, Kans. Many fine parent contacts have been established by classroom visits.

Early in 1943-44, the principals of the elementary schools met with the superintendent to consider the various activities that could be used during the year in establishing contacts between parents and teachers. The principals believed that the teachers would welcome a change in the program of parent classroom visitation as conducted in former years.

It was decided to ask each principal to study the matter with the teachers and to set up the kind of a program best suited to the interests of parents and teachers in the particular area. As a result of this policy, the teachers in the Lincoln School evolved a plan which they believed would be a distinct improvement over the system of visitation formerly used.

The operation of the new plan was begun with an analysis of experience with parent classroom visitation as practiced in former years. The teachers were unanimous in the belief that parent visitation of classroom work had not previously contributed much to a better understanding between parents and teachers. In spite of their best efforts, teachers had not become fully acquainted with the parents, and the parents likewise had not been able to formulate a correct opinion of the attitude of the teacher toward the child.

Challenged by their past experiences, the teachers decided to meet the parents privately rather than in a group, during the time when the classroom work was in progress. The arithmetic session was dropped and the time of the teacher was used in the conduct of a parent clinic. A room was set aside to be used as a place where teachers could interview parents. The clinical teacher was made a relief teacher for the week and a schedule

of visiting hours for parents was arranged. During these hours, the clinical teacher took over the classroom responsibilities, while the regular teacher conferred with the parents in the little remedial room.

Each teacher issued personal invitations to the parents of children in her room to come for a personal conference at a specified hour. Pupil ushers were used in welcoming the parents and escorting them to the conference room where they met the teacher. Under the arrangement, parents visited with the teacher of their child individually. Most of the parents had questions to present and the teachers endeavored to answer them. In the discussions, the child's good points were emphasized—his reliability, his talents, his social behavior, his cleanliness, etc. There were difficulties, too, which were discussed with the parents, and which brought out suggestions for assisting the child. During the conference, the teacher learned many things from the parents and thus a mutual feeling of helpfulness was established between them. Some parents became so interested that they suggested small groups for additional conferences on particular problems.

The parent clinic has proved most successful. Practically one half of the parents in the building were contacted by the teachers in these intimate personal conferences. Parents felt assured that their visits would be worth their time and effort and that they would not be embarrassed. The success of the clinic from the standpoint of the school can be summarized by quoting from the report of the principal. She states that the teachers felt that it was one of the most enjoyable experiences they had ever had in contacting parents. They were not only able to become better acquainted with the parents, but they were given a real opportunity of centering that acquaintance around the interests of the children of the school. Through the experience with the parent clinic, the teachers are of the opinion that it may be used to supplement the work of the parent-teacher association in a very effective manner.

<sup>1</sup>Superintendent of Schools, Dodge City, Kans.

### Guidance and Remedial Work at Barrington, Rhode Island

The board of education of Barrington, R. I., in line with its policy to give the greatest attention to the needs of individual pupils, has inaugurated a broad plan of guidance and remedial work in the elementary and secondary schools of the city.

In the high school, a guidance committee has been created, which has two important duties. One is the making of case studies of individual pupils who are not properly adjusted to their schoolwork. Another is the

development of procedures for the guidance of all pupils. The committee is assisted by an experienced teacher who has charge of the remedial work and testing in the elementary schools.

It is assumed that a pupil who is well adjusted to his home, social, and school environment, and who is not carrying with him faulty techniques of study or inadequate mastery of the tools of learning will be able to carry on his schoolwork in the high school

at a level commensurate with his maturity. He will, however, require a certain amount of general educational and vocational guidance.

Again, there are a few pupils who do not progress satisfactorily and who are so badly adjusted that they present disciplinary problems. Cases which are persistent and which require remedial measures are proper subjects for case studies and for special investigations. Such cases will be referred to the committee by their teachers on the proper forms, and the information will be routed through the principal's office so that a proper handling of the case may be effected.

The studies made by the committee carry over for a period of several weeks. Under the procedure set up, the program calls for a scheduling of conferences and tests, as well as careful study of the pupil's past record. Tests are administered by members of the faculty according to testing schedules worked out for the purpose. All tests will include intellectual, aptitude, personality, skills, study habits, achievement, and diagnostic tests. In some cases, a physical examination is called for. In all cases, the present and past teachers of the child are asked to give information. Every effort will be made to provide pertinent information relating to the case. After all the information has been gathered, it will be carefully studied, and a decision made.

In the elementary schools, a similar plan is being followed. The majority of case studies in the elementary schools arise upon recommendations of the classroom teachers. Cases are channeled through the building principals. All teachers are expected to be on the alert to locate pupils who are maladjusted and in need of case study.

The program which has been going forward on an experimental basis is proceeding at the present time according to schedule. While a great deal of progress has been made, it is not expected that every problem arising will be easy to solve. There is every reason to believe that in the majority of cases the pupil will be better adjusted to his schoolwork and will make satisfactory progress without repeated failure. All cases will be followed up from year to year and the remedial program will in some cases carry over from one year to another. It is aimed to continue the remedial work as long as there is any need for it. All teachers are asked to be alert to the problem of discovering and developing difficulties, so that when a child exhibits reading difficulties, problems of maladjustment, nervous instability, or other difficulties, his case may be referred to the remedial department at an early date so as to make rapid readjustment possible.

#### THE NEW LANHAM ACT PROJECTS

Under the most recent allotment of \$16,000,000 of Lanham Act funds, 276 war public works projects were approved. Of these, 38 new school buildings are to be erected. In addition, federal contributions for the maintenance and operation of school facilities are to be given. Ninety-two applications of school districts for financial assistance in the maintenance and operation of school facilities and for 34 child-care facilities are provided. The remaining projects are chiefly for health, recreation, and sanitary undertakings in war-industry communities.

# School Administration in Action

## The Teaching Value of Illustrated Books

Dr. Marie Goodwin Halbert\*

"Rescue the kerosene,  
Care for the iodine!"

Thus, a little boy sang his version of the old hymn, "Rescue the perishing, care for the dying."

This is no remote instance of misunderstanding on the part of a child—children absorb misconceptions from many sources, such as faulty hearing of words, inability to spell or pronounce words accurately, and failure to "get the point."

But children are not alone in their proneness to go astray in terms of understanding. The same weakness is carried over in adult life. Knowing this, military authorities have incorporated visual education in the training programs in every branch of the armed services. Not only is "seeing believing," but seeing, in a major degree, is understanding.

So today, the Army, the Navy, the Marine Corps—along with streamlined educational institutions in civilian life—seek to get away from rote learning (at the expense of understanding) and aim instead at complete understanding on the part of trainees of all material presented. These authorities have determined

conclusively that visual aids are extremely important to learning, and, wherever possible, such visual aids are offered.

In line with this theory, the Bureau of School Service, University of Kentucky, has published a series of elementary school readers as its contribution to abolishing misconceptions and misunderstandings among children. These readers, prepared for use in the Sloan Experiment in Applied Economics,<sup>1</sup> use situations and concepts known to the child in everyday life, rather than abstractions and remote terminologies. The illustrated stories are built around such topics as gardens, farming, chickens, bees, fish, and sorghum making—topics not only familiar to the children but also related to their environmental needs.

The most recent study, *An Experimental Study of Children's Understanding of Instructional Materials*,<sup>2</sup> seeks to measure and analyze ideas which children gather from the readers being used in the Sloan Experiment, especially in relation to the value of reading with and without accompanying illustrations.

This study was inaugurated as an experiment to evaluate three series of readers for primary and intermediate levels in the elementary grades. A representative story, with accompanying illustrations, was selected from one reader in each series. Three groups of rural children, equated on the basis of reading age, were divided into three subgroups corresponding to the levels of reading ability covered by the readers.

The easiest reading level was designated as A Level, the intermediate was called the B Level, and the third or highest group was designated C Level. The following diagram illustrated the arrangement.

TABLE 1. Grouping of Children by Types of Materials Presented at Each Reading Level

Groups (Equated on basis of read- ing age)	Reading Levels of Materials	Food From Our Land Series	Smith Family Series	Chicken Series
	A Level	B Level	C Level	
Group I	Illustrations and story	Illustrations and story	Illustrations and story	
Group II	Story alone	Story alone	Story alone	
Group III	Illustrations alone	Illustrations alone	Illustrations alone	

Children in Group I were given a story with illustrations. They read the story aloud,

<sup>1</sup>Maurice F. Seay and Harold F. Clark, *The School Curriculum and Economic Improvement*, Bulletin of the Bureau of School Service, University of Kentucky, Volume XIII, No. 1, September, 1940.

<sup>2</sup>Marie Goodwin Halbert, *An Experimental Study of Children's Understanding of Instructional Materials*, Bulletin of the Bureau of School Service, University of Kentucky, Volume XV, No. 4, June, 1943.



One of the Kentucky mountain children who participated in the author's experiment.

closed the book, and told all that they could remember from the story.

Children in Group II reported on the story presented without illustrations (reading matter alone).

Children in Group III reported on illustrations alone.

The responses of all children were recorded verbatim.

Three scores were obtained for each child: (1) the total number of separate ideas recalled by the child, (2) the number of relevant ideas recalled, and (3) the number of irrelevant ideas reported by the child. An idea was considered relevant if it was contained in the list of ideas in the story, or in the list of ideas furnished by the illustrators. If a child's idea did not agree with any of the ideas listed for stories and illustrations, the thought was scored as irrelevant. Verbatim responses of the children illustrate the difference between relevant and irrelevant ideas, and also throw light on the language peculiarities and difficulties of the subjects used in this study.

### A Level ("The Rain")

#### Relevant Ideas

- "Hit wuz a-rainin'."
- "I read about rain, and garden and plants."
- "Mary heered the rain go splash! splash!"
- "I don't see nothin' much but some boys lookin' out first one winder then t'other — what else you wanna know about 'em?"

#### Irrelevant Ideas

- "The rain would ruin the garden."
- "The house didn't have no top on it."
- "That boy's a-washin' his face."

The Rain

One day it was raining.  
Mary watched the rain.  
Splash! splash! went the rain.  
"Billy, see the rain," said Mary.  
Billy watched the rain.  
Splash! splash! went the rain.  
It was raining hard.  
"I see the rain," said Billy.  
"It is raining hard."



Even crude pictures in home-made books have distinct teaching value.

**B Level ("They Go Fishing")****Relevant Ideas**

"Said that she retched down in the can and got a big worm."

"He tho'wed his line in the water and held it there a while."

"They had to he'p one another put the red worm on the hook."

"He ain't never caught nary fish yet, and she ain't never started to fish."

**Irrelevant Ideas**

"Let's see now — they couldn't get the hook out of the can."

"Said they's a-amin' to put a hook on the line."

"Look like she's gonna tie up that little boy's finger."

**C Level ("Mr. Jones's Flock")****Relevant Ideas**

"All I see is a old Domineck hen and some little chickens."

"He told Johnny he raises chickens fer eggs and fer meat."

"If his roosters ain't strong, he don't keep 'em."

"His wife cans up the meat fer 'em fer winter."

**Irrelevant Ideas**

"He sets hens with two bunches of eggs."

"Sells about a hundred eggs a day."

"Look like they's close to a swamp."

**Conclusions**

1. The results of this study indicate that children get more relevant ideas from reading a story with pictures than from reading the story alone or from the pictures alone. This conclusion is true, regardless of the fact that in presenting the story with pictures, the investigator did not instruct the children to look at the pictures or to report on what they saw in the pictures.

2. The results of the story with pictures over the story without pictures seem to mount with an increase in the relevancy of the pictures when seen alone. This fact indicates that it may be possible to select pictures with a high degree of relevancy to the story.

3. From the standpoint of stimulating and arousing a variety of ideas, pictures are superior to reading matter alone or to reading matter with pictures.

4. The majority of the ideas reported from pictures alone were irrelevant to the story or to the ideas intended in the pictures.

5. From the standpoint of stimulating ideas which are directed toward some specific goal, pictures alone are inferior to reading matter with or without pictures.

6. When the stimulating effect of pictures is directed by reading matter, there is an increase in the number of relevant ideas.

7. The materials used in this study are well adapted to the background and experience of the children. This fact is apparent in the comparatively small number of irrelevant ideas reported by the children.

The conclusion is supported by the fact that, on an average, the children secured a relatively high percentage of the total possible ideas in the reading materials. This is true despite the fact that, in the preparation of the materials, no attempt was made to adapt the language of the stories to the vernacular of the children.

8. There should be a careful study of the

background and experiences of children for whom instructional materials are prepared. In one of the stories appears the statement, "He puts two hatches of chicks with one hen." A great many children interpreted this as, "He puts two settings of eggs under one hen." This misinterpretation shows how terminology may fail to tie in with a child's background.

9. To the extent that memory for ideas is a measure of comprehension, pictures contribute to the comprehension of reading materials.

10. The "logical memory" method used in this study seems to be especially well adapted to the problem of measuring the children's comprehension of the reading materials. As shown in the verbatim reports, these children have difficulties with formal English.

Despite these difficulties children are able to convey the ideas contained in conventional reading materials with a marked degree of accuracy. The small number of irrelevant ideas reported by the children attests an ability to get ideas from conventional reading materials and to express these ideas in idioms with a minimum of misinterpretation. It is to be recognized, however, that the children do have difficulty in reading conventional materials; this fact is evidenced by the relatively low reading level of the children as a whole, and by the relative simplicity of the materials used in this study. The reading difficulty carries over to writing and spelling, and the combination would represent serious difficulties for any type of written test designed to measure comprehension.

## Riverside Adjusts Daily School Program

Under the direction of Superintendent L. J. Hauser, a number of adjustments have been made in the daily program of the Riverside, Ill., public schools, all intended to meet the needs of a war year and to insure higher instructional efficiency. A suburban community suffers in its schools from the proximity of the large city. In all the routine of community and family living, the nervous tensions, and the rapid pace of the city is maintained, and both children and teachers are stimulated, especially in wartime, to the point that the administration of the school must itself make adjustments for steady progress and calm adjustments to life. In this connection, the schools of Riverside, Ill., have made a number of changes in the daily program intended to achieve a maximum of efficiency with a measure of quiet. Dr. L. J. Hauser, superintendent of schools, tells the story of the most recent work of the school administration. He writes:

### The Daily School Program

The daily school program must be adapted to the needs of the time. Children have difficulty adjusting to too many interruptions and special activities, when they are living in an atmosphere of great excitement. The program should be so arranged that it provides stability for both children and teachers. A number of administrative adjustments were made in the school program to achieve this end.

1. Our seventh- and eighth-grade program had been so organized that the special activities of the school, such as the various glee clubs, the school orchestra and the school patrol, were held during the last period in the afternoon from 3:00 to 3:30. In this way it was possible to extend the time beyond the closing time of the school, if found desirable. However, it was necessary for those not belonging to the particular group which met to remain in their home rooms. Since large numbers of children from each home room left the class for these special activities, it was impossible for the class to go on with any regular schoolwork. This period, therefore, had to be used as a special study period. As a result, many of these students tended to develop the attitude that the real work of the school ended at 3 o'clock. The program was, therefore, reorganized in such a way that provision for the special activities was made in the morning from 9:35 to 10:15. Since all

of the children are now present during the last period of the day, regular classes in spelling are conducted at that time. As a result the stability of the whole program has been greatly improved.

2. All of the sixth-, seventh-, and eighth-grade pupils of the community are housed in our Intermediate School. The work in this building had been highly departmentalized. By having each home-room teacher in the sixth grade teach all of the regular school subjects to her own group, the instability of the departmentalized program has been greatly relieved. It is now possible for the teacher to learn to know each child as a distinct personality. Then, too, children have to do less moving around from room to room and from floor to floor, at a time when they already have so many new adjustments to make, as a result of their first contacts in an entirely new school building.

3. For years our schools have been closed at 2:30 p.m. on the first Thursday of each month, so that the teachers could attend the excellent programs of the Riverside Woman's Club. In order to minimize the disorganizing effects of such interruptions, and still preserve most of the values of these meetings and this valuable community contact, arrangements were worked out with the officers of the organization, whereby the teachers attend only two of the programs, one in November and the other in February. These two programs are now planned with the interests of the teachers specifically in mind.

### Some Extracurricular Activities

4. The movie schedule was changed from a weekly to a biweekly basis. Although the same number of films are shown, the number of interruptions have been cut in half.

5. The number of school assemblies scheduled for each home room during the year was reduced from two to one. Instead of having all three assemblies each week, the primary and middle grade assemblies are held one week and the upper grade assembly the other week. This assembly program is alternated with the movie schedule. Since it is necessary to use the boys' gymnasium as our auditorium, the problem of scheduling adequate time for all

## School Administration in Action

the groups to practice on the stage has been a very difficult one. As a result of this change the strains and stress arising from the difficulty in arranging ample practice time have been eliminated. Then, too, the number of interruptions in the classroom have been greatly reduced.

6. The annual musical operetta, with its elaborate planning and costuming, is being held biennially. During the odd years a simpler musical program is prepared.

7. The physical education demonstration is held every two years to alternate with the musical operetta.

8. Arrangements have been made for the regular scheduled afterschool games to be held on three afternoons each week, in order to avoid too many conflicts with other extracurricular activities. Opportunities for free play under the supervision of the physical education teachers are offered on the other two afternoons.

9. The number of issues of the Intermediate Revue, the school newspaper, was reduced from eight to five issues.

10. It has been customary for us to have an exhibit of the children's work each spring; the social studies one year and the combined art, creative writing, creative music exhibit on the alternate year. This latter setup made it necessary for the teachers to plan three distinct exhibits at one time. In order to relieve this crowded schedule, the exhibits were staggered over a period of three years; social studies in 1943, art in 1944, creative writing and creative music in 1945.

### Improving Classroom Morale

11. By being alert and anticipating problems before they arise, teachers can often prevent them from arising. A well-planned and well-organized program can contribute much to the "emotional climate" of the classroom. By being punctual and in her room before each bell, the teacher can do much to avoid a bad start on the part of the children.

12. In order to accommodate the many children who must bring their lunches to school during inclement weather, provision is made in four large lunchrooms. A hot lunch and milk are also made available to the children. This lunch consists of hot cocoa and various kinds of hot soup, sold at cost. Tickets for the food are sold by volunteer mothers, while patrol boys and girls assist in dispensing the food.

A poorly organized lunchroom can do much to overstimulate the children and upset the teachers in charge. By placing the same teacher in charge of the lunchrooms during the whole year a uniform standard of behavior is established. This teacher is relieved of one of her classes in order to give ample time for the planning and supervision of the lunchrooms. Three different teachers are asked to assist her each week and work under her direction.

A constructive program for "slowing down" the children during the lunch hour has been put into effect. Instead of having the children rush into the lunchroom from the classrooms, first come, first serve, and eat as rapidly as possible in order to get through, a new pro-

gram was worked out. The children now line up in the hall and quietly pass in two columns. No one begins eating until all of the children have had an opportunity to wash their hands.

The three physical education teachers go to lunch at 11:30 so that they can get back at 12:25 and relieve the teachers in charge of the lunchrooms. After the children have finished eating, provision is made for them to

participate in an interesting, well-planned program, consisting of such activities as story hour, radio, singing, games, reading, study, creative activities. By discontinuing such exciting activities as basketball during the noon hour, one of the important incentives for eating rapidly has been eliminated. A certain amount of nervous tension has also been done away with by this change.

## Teacher Induction

Edwin C. Clark<sup>1</sup>

The Reef-Sunset Elementary School district, like many others, was found at the start of this school year with a faculty over 50 per cent of whom were new to the system. What in justice to these teachers, the district, and the children whom they are to teach should be done to aid in the setting up of a purposeful and unified arrangement?

The Reef-Sunset is a large district covering over 386 square miles and having three schools of widely varying sizes. Located in the Kettleman Hills oil fields, it is both favored financially and isolated geographically. Though the school plant and equipment is excellent, living conditions in so far as social life and housing are concerned leave much to be desired.

In the light of these conditions it seemed that an induction program for these people would prove of value. The purposes of this program were

1. To acquaint teachers with the school's philosophy and program
2. To acquaint teachers with the living, social, educational, and recreational facilities of their community
3. To acquaint teachers with what is considered successful work.

The first step in this program constituted a frank statement to the candidate at the time of the first interview of the conditions of work. Both favorable and unfavorable aspects were pointed out, and no person was employed until he understood the situation in which he would teach.

To further the teachers' understanding of the school's operation, a handbook of information was sent to all teachers in mid-July. This was done at this early date so that they could think about the school at a time when they were not under the pressure of opening-day tasks.

It has long been the author's belief that every teacher is entitled to know what is considered successful work in the particular place she happens to be employed. With this thought in mind, the following statement was prepared by the superintendent and board and included in the handbook.

<sup>1</sup>District Superintendent, Reef-Sunset Elementary School District, Avenal, Calif.

### Success in Teaching

"The successful teacher is in the fullest sense a human being. These characteristics are evidenced by an appreciation of human values, cheerfulness, courtesy, enthusiasm, sense of humor, patience, taste, and a reverence for the purposes of the Creator. Having these characteristics, the teacher will find that more specifically success arises equally from these fields; cooperation with fellow workers; community relationships; instructional performance."

### Cooperation With Fellow Workers

"All of the employees of the district are your fellow workers. Probably the greatest aid to amicable relationship is cheerfulness. Recognition of the other person's worth, however, is close behind. Reliability in carrying through responsibilities, be they large or small, raises your standing in the eyes of your fellow workers. Honesty, taste, thoughtfulness are essential characteristics to being liked by your fellows. Be not always the first in line for privileges, nor permit yourself to be always last. Shun being known as a supply hoarder, or an evader of your responsibilities.

"To the 'thousand and one' little ways in which you can help your fellows you should lend a hand.

"When the opportunity presents itself to be a leader in your professional organization, accept it as a chance to expand your service to your own group and to education as a whole."

### Community Relationships

"The children with whom you work are your greatest publicity agents. Their regard is won by absolute fairness toward them, and toward the things you demand of them.

"You will, of course, meet many parents and others. Do not 'soft soap' them, yet make it apparent that you recognize their worth by courtesy and fairness. They, and we, are really both on the same side of the fence in the training of children.

"Identify yourself with some of the organized groups outside of the school. Be it social, cultural, religious, fraternal, or service, each

renders you the opportunity to widen your field of friendship."

#### Instructional Performance

"What you are, speaks so loudly I cannot hear what you say."

"The relationship between teacher and child far overshadows any method of instruction, nor can any method change the heart of the teacher. You teach far more than is in any textbook.

"The teacher who has forgotten his or her own feelings as an elementary school child has passed the height of her value, even though she be the most skillful of technicians.

"To be acceptable as an intelligent person, the vast majority (exception granted) of us must know the geography and history of our community, county, state, nation, world, and universe; he must have the ability to speak coherently, write legibly and intelligently, perform the common mathematical processes accurately, and know something of the finer arts. It is the purpose of the schools of this district to aid the child in becoming such an accepted individual.

"The successful teacher routinizes all minor operations, programs her daily work so that it will be efficient and will give to the child a feeling of security from the unexpected.

"It is the policy of this district to teach the tool subjects in the most efficient manner of which we are aware; to use activities wherever they will definitely lead to a better understanding of the major aim.

"The teacher is the leader, guide, and director of her group. To place her in any other position after her years of training and experience is to admit that education is a failure."

Also included in the handbook were other items such as: supervision policy, the school day, sick leave, teacher-janitor relationship, compensation-insurance benefits, course of study, salary schedule, teacher-board relationships, and professional organization.

Ten days prior to the opening of school each teacher received a letter in regard to transportation facilities and highway routes. Also included was a list of all available housing facilities with the name and address of the owner. Local banks were also named.

When each teacher arrived at her respective school, she was assisted by the principal in finding living accommodations by the furnishing of introduction and transportation about the town.

The foregoing have all been steps in the preliminary adjustment of the teacher to the situation. By giving them a sense of understanding, sympathy, and assistance, confidence and a cooperative attitude was obtained.

After their arrival a series of meetings carried on over a period of six weeks assisted in acquainting them with other things about the school and community. An outline of this program follows.

#### First Meeting

**Time** — Friday before opening of school  
**Purpose** — To acquaint each teacher with the routine of the school

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#### BIRMINGHAM MODERNIZES SCHOOL HEATING PLANTS

**Geo. H. Watson**

A definite program of installing stokers and modernizing heating plants in its 70 high schools and elementary schools has been inaugurated by the Birmingham (Ala.) city board of education. The program ties in definitely with the city's smoke abatement campaign and is designed also to save fuel and provide more even temperatures for the schools. Three installations have been made to date.

"Birmingham is a soft coal producing and burning district," said R. E. Cornic, business manager. "Naturally this means considerable smoke during the heating season. The city sometime ago inaugurated a program to keep down smoke pollution as far as possible by requiring factories and industries to install stokers or other smoke-eliminating apparatus. As an arm of the city we have been anxious to cooperate with this program. This we are doing as funds will allow.

"As a matter of fact we had our own reasons for desiring to modernize our heating plants. We wanted to make them more efficient and from our experience so far we are convinced that the saving in fuel will be enough to liquidate the cost. We have not gathered complete operating data so far but in similar situations to ours the installation of stokers has effected a fuel saving of 5 to 22 per cent. We do know that we are providing a much more even temperature for the schools where the improvements have been made. That is a factor which cannot be estimated in dollars and cents."

Before proceeding with the program the board of education asked leading heating concerns to make a survey of the schools and submit their recommendations. This was done and these surveys all taken together give a

dependable picture of the heating apparatus and steps needed to be taken to modernize it.

First major installation was in Phillips High School, oldest and largest high school in the city. It is served by five 125 H.P. boilers. Two of these were thoroughly reconditioned, new tubes put in, brick walls rebuilt, and stokers installed. A saving was effected by adding the stokers while the other work was in progress.

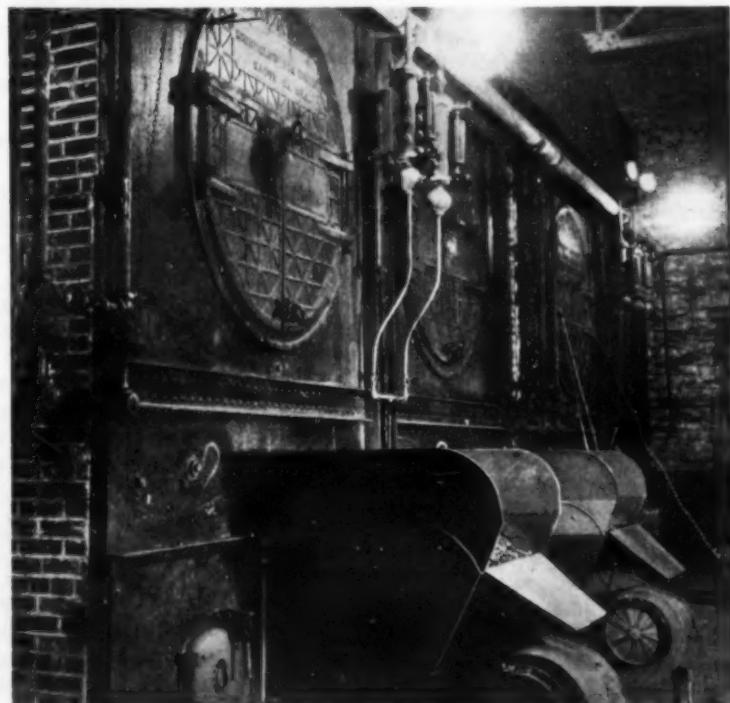
The next step will be to modernize two other boilers in this school and add stokers. The procedure in this school is to alternately operate two boilers, with the fifth as standby or emergency use. Mr. Cornic said two boilers were sufficient to heat the school except in very cold weather when the third is needed to help carry the load. The standby boiler provides hot water and steam for the kitchen during the season when heat is not required for the building.

This heating plant is located in the school warehouse across the street from the high school building itself. The warehouse has railroad frontage for the receipt of coal, and this arrangement provides added fire protection as well as heat for the warehouse. Phillips High School has 165,858 square feet of floor space, including 75 classrooms and numerous shops, laboratories, band rooms, pattern shop, lunchrooms, and two auditoriums. The coal consumption is about 1000 tons per year.

Mr. Cornic called attention to the fact that in a school building there are two peak loads, one when children come in the morning, letting cold air in and warm air out, and at noon when they go to lunch and return. The installation of stokers has helped to overcome the tendency of the temperature to drop at these periods in the schoolrooms and halls.

In the Lakeview elementary school it was necessary to replace two obsolete boilers. In their place one boiler, stoker fed, was installed. This installation has definitely proved more efficient than the old one according to Mr. Cornic. In the administration building of the city board of education an Iron Fireman stoker has been installed and board officials definitely notice that a much more even temperature is maintained.

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The boiler room of the Phillips High School, Birmingham, has been transformed by the introduction of stokers and the complete overhauling of the boilers themselves.

## Radio Helps Teaching

Emmet Morris<sup>1</sup>

The master public-address radio system in the Irving elementary school in Maywood, Ill., is serving a valuable educational role. Teachers and children of the school are using what they call a "radio approach" to many topics of curriculum subjects.

Units of study are introduced by teachers and then children are free to develop them. In small groups at school and at home they evolve scripts that present their own interpretations. The children from grade one through eight do the whole job themselves, under teacher guidance, from script to finished production, including announcements and hosts of sound effects. Enthusiasm and interest run high and democracy is at its best in developing these simulated broadcasts. Imagination and native showmanship have unhampered opportunity to flower.

First trials reach only home rooms, then grade level groups, and the final goal is to present a general interest program for all rooms. Most efforts reach only the home room and some are never produced at all. Children are not expected to produce perfection, but they do learn that their work must be ingenious, interpretive, and clear cut, with proper continuity.

Motivation by this plan is real, spontaneous, and effective. Study becomes fun and learning is in the spirit of adventure. It can well be assumed that teacher guidance carries

<sup>1</sup>Principal of the Irving School, Maywood, Ill.



Children in grades two, three, and four rise beautifully to the occasion of taking part in a school broadcast.

with it the prerogative of necessary censorship. Yet, teachers are happy to allow reasonable digression from traditional standards.

In academic work, scenes of literature are produced; historic events are depicted; lives of great people in this and other countries and various dialects are made real. The right and wrong of safety, health, courtesy, and

important phases of social living are clearly brought home. Stories of science are given dramatic treatment. News reports, spelling bees, and quiz programs are put on, correlated with classroom work. And it is needless to say what can be done with music, both instrumental and vocal.

The drives and campaigns of wartime have created special needs and opportunities for promotional propaganda. Special days and birthdays of famous people are recognized. Local school and school district activities are publicized in unique manners.

Three points of origin with double microphone outlets are maintained: the principal's office, the auditorium stage, and a so-called studio room. A 100-ft. extension cord permits pickups from almost any point within the two buildings of the school unit.

Operating costs are slightly more than those of a home radio. Maintenance costs are negligible, with service twice a year. All eight school units of district 89, Cook County, are similarly equipped, and do somewhat the same work with the equipment. Superintendent C. H. Pygman and the board of education feel that the public-address and two-way communication conveniences alone justify the investment. The radio pickup, the radio approach plan, and the phonographic and recording turntable features all accrue without cost. The present equipment should continue to operate satisfactorily for many years.

The policy of radio approach does not favor chaos but rather develops child thought, initiative, and the responsibility so necessary to the proper use of democratic privileges. Willing teachers, who had been so eager to interpret for children, have learned the values of encouraging them to work out their own problems. The teachers have been amazed at the splendid results children accomplish in

(Concluded on page 72)



Making sound effects is as much fun to an eighth grade pupil as is the speaking of an acting part.

**THE AMERICAN  
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A Monthly Periodical of School Administration  
Edited by  
**Wm. Geo. Bruce and Wm. C. Bruce**

**TENURE IN SCHOOL-BOARD  
SERVICE**

WHEN a school-board election is in prospect someone usually urges that the voter discriminate between the election of new candidates and re-election of old members. Is it entirely wise to re-elect members year after year, instead of securing new members and thereby new blood, new ideas, and new energy for progressive policies? Why not spread school-board honors among many citizens, instead of holding them within the keeping of the few?

In an Illinois community a group of citizens recommended that the number of terms of school-board members be restricted definitely by state law. Their statement was followed by an outburst on the part of other citizens who, while they implied that there were those on the board of education who might well be eliminated, contended that the able members should be continued in office.

There has never been any common agreement as to the tenure of school-board members. Local conditions, the political temper of the people, and the character and loyalty of those in the service have determined the question. Every community counts among its citizens men and women of ability and high ideals, who manifest a deep interest in youth, and who regard concern in their behalf a patriotic duty.

The average board member is rarely familiarized with the opportunities and responsibilities of his job in less than two or three years. It takes that much time to gain a lay mastery of the legal and social problems of a school system, to become acquainted with the personnel, and to develop that deep concern for the children and the betterment of the school services which is sometimes spoken of as school mindedness. At least two terms of three or four years each are essential to genuine efficiency in handling current problems and in cooperating with the professional heads in educational and financial planning.

Beyond a second four-year term the advisability of further membership depends on the individual's further powers of growth, his continued interest, and his willingness to render unselfish community service. Unless he can answer affirmatively to all three of these conditions, it would be better for him to give way to a new

man. Where there is no growth there is retrogression; where full interest does not prevail there is neglect of necessary duties; where the service is not wholly unselfish the welfare of children will suffer in some important aspect and there will be reason for loss of public confidence.

They are indeed exceptional men and women who can serve for more than a decade in a completely efficient manner and with growing confidence on the part of the community. Such men and women should be held in office as long as they are willing to continue.

**THE RISE AND FALL OF CITY  
SCHOOL ADMINISTRATION**

IT IS interesting in the course of a lifetime to watch the rise of certain city school systems, to note how they grow in the esteem of the teaching profession, and to observe how their good work widely influences the standards of administration and of educational services in other cities. It is disheartening to find that, with the passing of time, changes occur in the personnel of the school boards and executive staffs of one or another city which has a long record of fine achievements, and to see the later groups in power gradually lose the respect of the educational people and of the local community. The ultimate calamity in such a situation comes to light usually in some explosion due to the dismissal of the school executive, or a scandal in the board itself. Invariably, the cause of the trouble has been at work for a period of years and has involved a fundamental fault in the legal or administrative setup, in the quality of the board membership, or in some erroneous undercover practice. After the blowup, it is typical of the soundness of the American people that the better groups in the community combine, pick good men and women for the board of education, and begin slowly the difficult process of reconstructing the schools until they again deserve full public respect by reason of achievement and solid lay and professional leadership.

The St. Louis school system has been undergoing several phases of such a cycle of growth and decline in its administration. The St. Louis schools can recall some of the most brilliant names in the American city superintendency — William T. Harris, who became U. S. Commissioner of Education; that inspiring leader, F. Louis Soldan; the able Ben Blewett, and his equally able successors, John Withers and John Maddox. The St. Louis schools numbered among their strong leaders such great individuals as Susan Blow, who organized the kindergarten movement; Calvin Woodward, who was an early pioneer in vocational education; William B. Ittner, whose inspired genius did more for progress in American schoolhouse design than any

other architect. At various times St. Louis has been singled out for particularly valuable improvements in kindergarten work, in primary education, in manual training and trade preparation, and in teacher training. All the achievements of its professional staff and school executives can be traced back to the quality of the boards of education which included at all times able and civic-minded citizens. These boards were chosen according to a unique system which assured the election of an equal number of members from the two political parties. It was distinctly understood that partisan politics must be forgotten by the members after election, and the established precedent required that in all board actions the interests of the children and the educational service of the schools must come first.

Thus, the school system of St. Louis for a period of years enjoyed a prestige in the field of popular education which was second to none in the nation. Its leadership was recognized and its contributions to progressive school administration were appreciated. Its board of education commanded the confidence and respect of the school people of the country because of the progress it had made possible and the high order of administrative relations it insisted upon.

But, with the passing of time a decline set in. The ideals of unselfish, nonpolitical action were lost sight of, and friction and dissension entered the board of education. With the unfortunate selection of a superintendent who failed to realize in his work the high ideals of his predecessors, there came the breakdown. Under charges of unethical financial transactions, the superintendent resigned. About the same time, one of the business executives who failed in his trust was given a prison sentence. The public was shocked; the press was loud in its criticism. Two years ago the schools were again thrown into turmoil by the long, drawn-out trial of the new superintendent. Most recently, the comptroller's worthy project of standardizing non-teaching jobs and unifying salaries brought heavy personal and political pressure upon the board and led the comptroller to enter military service. The local press is continuing its criticism of patronage practices said to exist in the employment especially of nonteaching personnel, and one of the papers is urging that the board members be appointed by the mayor as the only means of effecting a lasting reform. The local criticism has been directed at the board as a whole, but in specific cases, fault has been found with former individual members, all of whom held positions of trust in the community. Throughout the past five troublesome years there have been members of the board who have fought heroically to rehabilitate the school administration.

In the course of time every city school system encounters setbacks and embarrass-

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ments. Outside pressure, particularly for self-interest, nepotism, and commercial advantage, are constantly bearing down upon board members and the professional executives all under the democratic guise of the right of petition. The fight to maintain the highest ideals and to strive for better administrative practices and educational results is an unending one. There must be in the mind and the acts of every member high goals of educational and civic service which know no self-interest, no partisanship, no prejudice. A genuinely effective situation can be continued over a long period of time only when the machinery of administration is correctly designed, when the method of selecting the board automatically assures high quality of membership, and when the board and its executives are given specific duties and responsibilities, according to tested principles. As someone has said, the administration of the schools "must be a government of laws, not of men." In such a situation the board will inevitably act as a unit and limit itself (a) to policy making, (b) to the approval or disapproval of the recommended acts of its professional chief executive and his staff, and (c) to the broad review of the achievements of the school services and of the school personnel.

The big majority, if not in fact the entire membership, of the St. Louis board of education is fighting to recover lost ground. The acting superintendent is an able man and fully familiar with the difficult educational problems of the schools and the vast, complicated needs of the community. They have an enormously difficult task to restore harmony and efficiency within the school organization and respect within the community. If they cannot succeed, failure is due to the error in the method of selecting the membership.

### THE NEW YORK SUPERINTENDENCY

THE New York City school system is initiating a change in the duties and powers of the superintendent that has caused a controversy of major proportions. Under a new law, the powers of the board of superintendents, a body of eight associates and the superintendent, have been reduced from general executive control to mere advisory functions. The superintendent must continue to advise with the board but he has the full authority to designate and abolish grades of license, create new programs or policy for the school system, modify existing practices, and control a score of other procedures dealing with the educational plant.

The argument is advanced that the strengthening of the superintendent's executive powers will (a) permit the board of education to hold the superintendent fully responsible for the efficient administration of the schools, and (b) the superintendent, on his part, can assign to his associates the full responsibility for their respective



"WE MUST BE PREPARED TO TAKE OUR PLACE!"

departments, and for the successful administration of these departments. The teachers and others who oppose the new plan have revived the charge of "one-man rule" which was applied thirty years ago and more to the superintendents then in office. Superintendent Wade has promised that the schools will be conducted in a democratic manner so that no one need fear a misuse of authority by the single head.

The new arrangement in New York City is logical and promises to place responsibility where it belongs and where the board of education can ultimately control.

### MURAL PAINTINGS IN SCHOOLS

THE introduction of murals in educational buildings may prove a most commendable innovation provided care and judgment are exercised by those in authority. Art appreciation is an essential element in education, but the true objectives of art and of education must not be ignored. Artists who engage in the painting of murals are influenced by the social conflicts of the

day and are inclined to picture the drab and the unsavory, as well as enter the domain of the controversial in our economic, civic, and social life. The beautiful and inspiring aspects of life are frequently forgotten while the grotesque and bizarre find expression on canvas.

Several instances have come to the surface during the year where the acceptance of murals for the schools have been followed by sharp criticisms on the part of the public. In a midwestern city recently, a group of murals was obliterated from the walls of a high school because they were deemed "subversive" and "unfit for the child mind." When they were originally proposed their full import from educational and social points of view had not been duly considered. Only after the reaction of many minds had been obtained was a final judgment made.

Incidents of this kind suggest that school authorities must exercise extreme caution and circumspection in accepting permanent decorations for school walls.

### CHAMPAIGN ADOPTS SALARY SCHEDULE

The board of education at Champaign, Ill., on March 14, adopted a new salary schedule which seeks to attain four objectives, namely: (1) to obtain well-prepared and competent teachers, (2) to encourage superior teaching, (3) to encourage teachers to progress in their professional training, and (4) to retain the best prepared and most successful teachers.

The schedule is arranged to adequately compensate three groups of teachers: (1) teachers without degrees, (2) teachers with a bachelor's degree, and (3) teachers with a master's degree. All salaries are based on years of experience and amount of professional training.

Under the schedule, teachers without a degree begin at a minimum of \$1,200 a year and advance to \$1,600 at the end of 16 years; teachers with a bachelor's degree and 120 hours' training begin at \$1,300 and advance at the rate of \$60 up to a maximum of \$2,100 at the end of 16 years; teachers with a master's degree and 150 hours' training begin at \$1,400 and advance at the rate of \$60 per year up to a maximum of \$2,300 at the end of 16 years.

Under the rules governing the schedule, teachers already in the system are allowed full time for years taught in the Champaign system, but only half time for outside teaching. A limit of five years' credit is allowed for teaching outside Champaign.

Experienced teachers entering the system are granted one half year's credit for each year's previous experience, with a maximum credit of five years. Teachers on leave of absence in the armed forces will be given full credit in experience year for year on the schedule when they return to the schools. Each teacher is given ten days of absence, with full pay, when such absence is necessary because of personal illness or because of illness or death in the immediate family.

Under the schedule, teachers whose present salaries are below the level will be given increases of \$200 per year until they reach their earned place in the schedule. Teachers who have thirty or more semester hours beyond the minimum in any group will be advanced to the next salary level at the

discretion of the superintendent and the board. This includes a \$100 differential.

A differential ranging from \$50 to \$300 is given to teachers who assume work above what is considered an average teaching load.

Teachers now in the system who do not meet the minimum requirements of 90 semester hours of college preparation will be required to present at least 6 semester college hours of work, to be earned at least once every third year. All other teachers will be required to present 6 semester hours of college credit at least once every fifth year to obtain salary increases.

### THE PIERRE SCHOOLDOR CANTEEN

R. E. Rawlins<sup>1</sup>

On a side street in the downtown section of the little city of Pierre, S. Dak., is located "The Schooldor Canteen." The place is crowded, noisy, has the usual juke box, a small dance floor, and a balcony for the orchestra. A soft-drink bar is at the left of the entrance and about 25 upholstered booths for the customers. In some of the booths, the patrons are playing cards; some are eating or drinking; and others are just visiting. Crowds are gathered about the various game machines and other groups are dancing.

But the whole atmosphere is different from the usual "hot spot." This is a community project to give junior and senior high school students a place for wholesome social intercourse. First, there are no alcoholic beverages served in any form. Second, all patrons are members of the junior or senior high school. Third, the project is in charge of a trained recreation director. This director is assisted by one or two volunteer mothers and a committee of students, selected by the students. Student committees differ from week to week and the volunteer mothers assist on different evenings. All profits from sales and the machines go back into better equipping the Canteen.

The project is sponsored by a City Recreation Board of five members, consisting of the mayor, superintendent of schools, and three laymen. This board is legally provided for by a special ordinance of the City Commission. The board was especially provided for by the

<sup>1</sup>Superintendent of Schools, Pierre, S. Dak.

City Commission to find an answer to the youth problem of Pierre. The city rents the building for the "Schooldor Canteen" and furnishes the lights, heat, and janitor service. The board of education pays the salary of the recreation director.

The object of this project is obvious. Local pool halls, beer parlors, soda and ice-cream dispensaries were finding the youth problem a serious handicap to profitable business. In most places, the youths were a detriment to themselves and the places of business. The "Schooldor Canteen," a name chosen by the students, has been a partial answer to this condition. While the center has only been in operation but a few months, it has proved very popular. It is at least helping solve many local entertainment problems. The center is used for special parties, for refreshments after skating and in many meritorious ways for the benefit of the high school students, and they are enthusiastically in favor of the plan.

While a center of this nature has been discussed by mothers and various organizations, the final impetus that culminated in the actual establishing of the center was the result of the active work of the Kiwanis committee on "The Under-Privileged Child and Youth Problems."

The Kiwanis committee met with the City Commission and the school board and also called a joint luncheon with many different city organizations to secure the united support and the general cooperation of the community for youth recreation in general and the center in particular. The mayor, Mr. John Griffen, has encouraged the committee and especially requested their active sponsorship of recreation projects. The whole recreation problem is now receiving the attention of the Recreation Board. The city and board of education are both fully back of this activity.

The "Schooldor Canteen" is just one of the new activities that has been initiated by the new Recreation Board.

### CHARACTER

**The first priority for educators is character. There is no equivalent for it. It can have no substitute. Too many people attempt to substitute legality for integrity. "No man has any more character than he can command in a crisis." — B. R. Baxter.**



Pinball machines without the usual gambling feature are greatly enjoyed. The superintendent of schools is at the left rear.



The soft drink bar is not unlike similar soda fountain bars in drugstores, etc. The lady at the extreme left is the chairman of the commission.

## AMERICAN INSTITUTE OF ARCHITECTS DECIDES "or equal" should go

### "Or Equal" to Go

Architects and building materials makers collaborate in eliminating a troublesome clause from specifications.

Joint meetings now being arranged in some 20 cities by local chapters of the American Institute of Architects and the Producers Council, national organization of manufacturers of building materials and equipment, will promote immediate practical application of the council's plan to eliminate the trouble-breeding "or equal" clause from construction specifications.

- Quality at Minimum Cost—Bane of the architect, engineer, general contractor, and subcontractor, the "or equal" clause had its genesis in the laudable attempt to obtain specified quality for the owner at minimum cost. A named product in the contract proposal was followed by the "or equal" phrase to permit bidders to submit the lowest obtainable price, based either on the named product or on another of equivalent quality.

Because what constituted an equivalent product frequently was subject to debate, a high-quality product often had to compete in price with one of inferior quality. When the "equal" product was in the borderline zone of debatable quality, the opinions of the architect and contractor clashed. One of them had to concede to the other, with resulting money loss to the contractor or with possible quality sacrifice on the part of the owner.

- Only One Specified—Under the new plan, the architect or engineer writing the specifications names the product on which the base bid is to be offered. General contractors, and through them the subcontractors, are free to submit proposals for alternative products, providing additions or deductions to be applied to the base bid if such alternative products are adopted.

With base bids and alternate estimates in hand, the owner and his architect or engineer decide which products to accept for incorporation in the structure, and these products are specified in the contract finally signed.

- Based on Experience—The plan, approved by the council in 1942, was adopted in principle by the architects in their annual convention last May. To put the adopted principle to work, local A.I.A. chapters and Producers Council clubs soon will hold their joint meetings, inviting the cooperation of organized engineering, contractor, and sub-contractor groups.

Certain architects and engineers for some time have eliminated the "or equal" clause from contracts, and the plan now advocated is based on the procedure which has proved most satisfactory to them.

From *Business Week*, January 15, 1944

### Better School Buildings will result from A. I. A. decision

The American Institute of Architects, as stated in the clipping from a recent issue of *Business Week* shown at left, adopted a plan in 1943 to eliminate the "or equal" clause from their specifications and to substitute a "base bid and alternate bid" type of specification.

To School Authorities and building committees this means a great advance—the elimination of possibly inferior substitutes that nullify their considered decisions on specifications.

The Herman Nelson Corporation has maintained for over thirty years that base bid and alternate bid specifications are the only ones which allow architects and their clients to obtain at the lowest cost the equipment best suited to their needs. The following is quoted from a Herman Nelson Catalog published in 1930:

"Value of equipment is not determined by cubage, weight or appearance, but by service. The standard for quality can only be fixed by naming a specific article. The more or less common practice of attaching the words 'or equal' in an effort to permit competition defeats the real purpose of the specifications unless they clearly state that the determination of equality shall rest solely with the Committee, its Engineer or its Architect. To be fair, the rules governing competition must be clear and definite and not subject to individual interpretation. The 'or equal' clause sometimes lowers the cost of building but it always lowers its value."

"It has been found that the most practical solution is the use of alternate bids, wherein the specifications provide that if the bidding contractors desire to submit proposals on substitute systems or equipment, they may do so, but shall file their bids based upon the plans and specifications and shall state in same the deduction or addition to be made in case such substitutions are accepted. The specifications should further provide that no substitution will be allowed after contracts are let. This method provides for fair competition, insures reasonable costs and places the determination of both quality and price in your hands."

The Herman Nelson Corporation has published a booklet for school authorities which outlines the various types of specifications with their advantages and disadvantages. A copy of this booklet can be obtained by returning the convenient coupon.



THE HERMAN NELSON CORPORATION, Moline, Ill.

**Yes** I am interested in obtaining a copy of your booklet, "Your Specifications an Asset or a Liability?"

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## School Law

### School Lands and Funds

The courts will not ordinarily seek to control the exercise of broad discretion given by the statutes to the county board of education, even though in the exercise of discretion there may have been error or bad judgment. However, the courts will control the exercise of discretion by the county board of education if its acts are tainted with fraud or bad faith or gross and palpable abuse of discretion.—*Hedges v. Board of Education of Geneva County*, 16 Southern reporter 2d 97, Ala.

Though the unreasonableness of a school

board's rule is a judicial question, the local board is the final authority if it acts in good faith and adopts rules not clearly arbitrary or unreasonable. In fact, the court will not consider whether a school board's rules are wise or expedient, nor interfere with the exercise of the school trustees' sound discretion in matters confided by law to their discretion. A school board's findings and conclusions are conclusive unless it acts corruptly, in bad faith, or in clear abuse of its powers, as in the making of rules, and the court will intervene only when necessary to prevent such action.—*Coggins v. Board of Education of City of Durham*, 28 Southwestern reporter 2d 527, 223 N.C. 763.

### School District Property

(A) School authorities are required to use only ordinary care in maintaining school property,

and a school district is not required to anticipate that children might run into so conspicuous an object as a flagpole. (B) The failure of a school district to place a guard or shield over the end of a bolt, which extended out about 2 inches from a brace on a flagpole, could not be regarded as negligence causing an injury to a pupil who ran into the flagpole, where even with the bolt so protected the injury could have been more or less. (C) An 11-year-old schoolboy who was aware of a flagpole on the school grounds and ran into it while throwing a football about was guilty of contributory negligence barring recovery against a school district for injuries sustained. Calif. general laws of 1937, Act 5619, § 2.—*Hough v. Orleans Elementary School Dist. of Humboldt County*, 144 Pacific reporter 2d 383, Calif. App.

### Teachers

A resolution of a township board of school directors, requiring that all township school district's professional employees be bona fide residents of the district, was reasonable, especially after its amendment so as to allow such employees five months to establish required residence.—*Appeal of Sinton*, 35 Atlantic reporter 2d 542, Pa. Super.

### Pupils

Membership in fraternities and secret societies is subject to regulation by a school board, which had authority to adopt a rule closing extracurricular activities to high school students refusing to sign a pledge as to nonmembership therein, and such rule was not unreasonable and did not unlawfully discriminate against a fraternity member desiring to play on the football team, nor did it deprive him of any right guaranteed by the Fourteenth Amendment. N. C. public laws of 1923, c. 136, § 29 et seq. 240; U.S.C.A. const. amend. 14.—*Coggins v. Board of Education of City of Durham*, 28 Southwestern reporter 2d 527, 223 N.C. 763.

### REFORM OF ST. LOUIS SCHOOL BOARD URGED

Extensive publicity has been given in March and April by the St. Louis *Post-Dispatch* to a plan for reforming the St. Louis board of education which has been under constant criticism by this newspaper during the past five years.

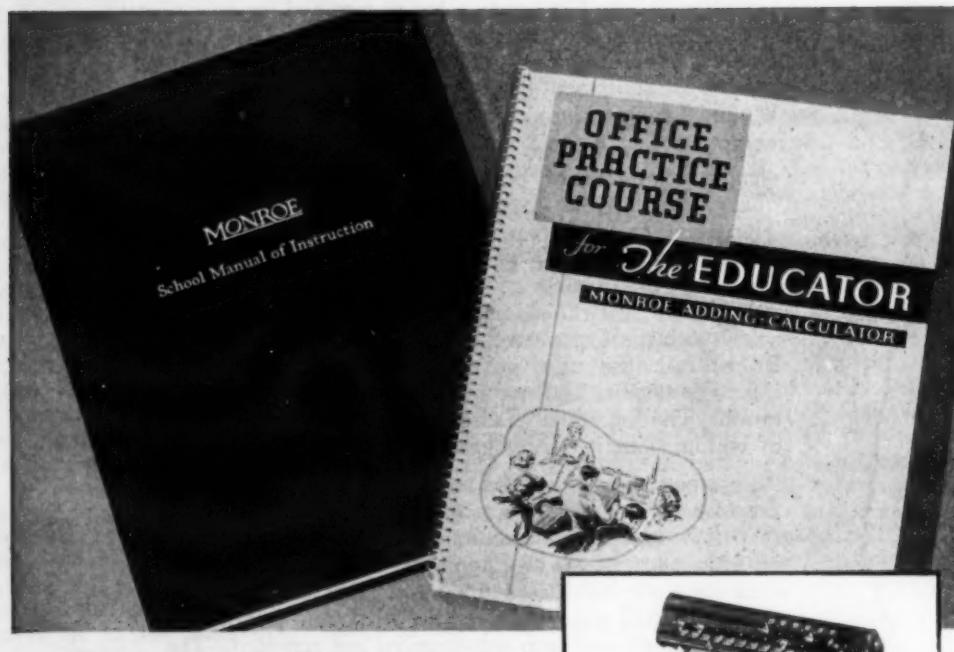
The plan recommended would involve the reduction of the board of education to seven members, to be appointed by the mayor from nominees chosen by a civic committee representing educational, business, professional, and other groups. The proposed board would act as a whole and would not appoint any standing committees. At present, four committees are charged with supervisory powers over the respective school officers and departments of administration.

The new organization would greatly centralize the authority for initiating and supervising educational undertakings in the hands of the superintendent of schools. The plan would also eliminate all patronage in appointment of teachers, supervisors, and members of the nonteaching staff, and would limit nominations through the school executives on a merit basis. The reform plan has been strongly endorsed by a long list of local civic leaders and by such school authorities as Dr. George D. Strayer.

### PORLAND SCHOOL BOARD LOOKS AHEAD

The school board of Portland, Ore., has recently voted a serial tax levy of one million dollars annually for five years, for postwar reconstruction and rehabilitation. The funds will be used for new school construction, repairs, and general improvements to buildings.

The board, in taking this action, has approved the pay-as-you-go plan for postwar work. It is based upon authority granted all districts in the state by the last state legislature, to provide a postwar fund through serial levy. A new budget form contains a section for such a levy.



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of Instruction carries beyond the usual 30 lesson course; it offers you material to extend your courses as far as necessary to develop specific skill.

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AWARDED IN 1944**

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	<i>New Canaan High School</i>
RICHARD C. ESCHENBACH	Williamsport, Pa.
	<i>Williamsport Senior High School</i>
CLIFFORD H. GOWER	Austin, Minnesota
	<i>Austin High School</i>
THOMAS J. HALL	Canton, Ohio
	<i>Canton High School</i>
WARREN D. HELMER, JR.	Spokane, Wash.
	<i>John R. Rogers High School</i>

**WESTINGHOUSE SCIENCE SCHOLARSHIPS  
AWARDED IN 1944**

ANNE HAGOPIAN	New York, N.Y.
	<i>The Brearley School</i>
AMBER C. DAVIDSON	Fort Bridger, Wyo.
	<i>Lyman (Wyo.) High School</i>
MARY R. BOND	Milton, N.Y.
	<i>Marlborough (N.Y.) Central High School</i>
NANCY A. DURANT	Alexandria, Va.
	<i>Dunbar High School (Wash., D.C.)</i>
KENNETH W. FORD	Cleveland, O.
	<i>Phillips Exeter (N.H.) Academy</i>
MURRAY GERSTENHABER	New York, N.Y.
	<i>Bronx High School of Science</i>
LIONEL F. JAFFE	Brooklyn, N.Y.
	<i>Erasmus Hall High School</i>
RODMAN JENKINS	Anniston, Ala.
	<i>Anniston High School</i>
R. H. KRAICHNAN	Elkins Park (Phila.), Pa.
	<i>Cheltenham High School</i>
IRVING W. ROZIAN	Hazel Park, Mich.
	<i>Hazel Park High School</i>
JOAN A. BAIRD	Whitesboro, N.Y.
	<i>Whitesboro Central School</i>
LEONARD ZABLOW	New York, N.Y.
	<i>Bronx High School of Science</i>
JACQUES C. POIRIER	Washington, D.C.
	<i>Woodrow Wilson High School</i>
ROSEMARY J. DEITERS	Cincinnati, O.
	<i>Mt. St. Joseph (Ohio) Academy</i>
PATRICIA A. DUNKEL	Rochester, N.Y.
	<i>Brighton High School</i>
NAN HONOUR	Atlanta, Ga.
	<i>Girls High School</i>
ELLEN M. IRVING	New York, N.Y.
	<i>Walton High School</i>
JOYCE M. MARRISON	Maplewood, N.J.
	<i>Millburn (N.J.) High School</i>
RUTH H. MILES	Fennimore, Wis.
	<i>Union Free High School</i>
NANCY W. SLAVEN	Williamson, W. Va.
	<i>Williamson High School</i>
ELEANOR J. SPRINGER	Edwardsville, Ill.
	<i>Edwardsville High School</i>
CHARLES W. BUTLER	Madison, Wis.
	<i>West High School</i>
ROYAL M. CORR	Milwaukee, Wis.
	<i>Whitefish Bay School</i>
GILBERT S. DANIELS	Brooklyn, N.Y.
	<i>Brooklyn Technical High School</i>
EDMOND G. DYETT, JR.	Rome, N.Y.
	<i>Rome Free Academy</i>
ALBERT P. EARLE	Overbrook (Phila.), Pa.
	<i>Friends' Central School</i>
WILDON FICKETT	Tucson, Ariz.
	<i>Tucson Senior High School</i>
LEON W. GREEN	Passaic, N.J.
	<i>Passaic Senior High School</i>
LEE M. HERSHENSON	Pittsburgh, Pa.
	<i>Taylor Allderdice High School</i>
RICHARD G. HINKLE	Tahoe, Calif.
	<i>Tahoe Br. Placer Union High School</i>
THEODORE E. HOUCK	Rochester, N.Y.
	<i>Brighton High School</i>
ERIC M. HOWLETT	Roslyn Heights, N.Y.
	<i>Roslyn High School</i>
VICTOR MAYPER, JR.	New York, N.Y.
	<i>The Manlius School (Manlius, N.Y.)</i>
BEN R. MOTTELSON	La Grange, Ill.
	<i>Lyons Township High School</i>
WILLIAM A. NEWCOMB	Garden City, N.Y.
	<i>Garden City High School</i>
WAYLAND E. NOLAND	Madison, Wis.
	<i>Wisconsin High School</i>
CYRIL V. STELZENMULLER	Birmingham, Ala.
	<i>West End High School</i>
DONALD P. TSCHUDY	Atlantic City, N.J.
	<i>Atlantic City High School</i>

RICHARD T. HUNTOON	Detroit, Michigan
	<i>Cooley High School</i>
F. VINCENT PRUS	Baden, Pennsylvania
	<i>Ambridge High School</i>
CHANDLER L. SAMMONS	La Grange, Illinois
	<i>Lyons Township High School</i>
CLARK E. SLOAN	Nashville, Tennessee
	<i>West End High School</i>
DALE A. WRIGHT	Amarillo, Texas
	<i>Amarillo Senior High School</i>

**GEORGE WESTINGHOUSE WAR MEMORIAL SCHOLARSHIPS  
AWARDED IN 1944**

CHARLES C. BRINTON, JR.	Edgewood, Pa.
	<i>Edgewood High School</i>
RICHARD L. HART	Aldan, Pa.
	<i>Lansdowne High School</i>
ROBERT I. HAYFORD	Forest Hills, Pittsburgh, Pa.
	<i>Wilkinsburg High School</i>
ROBERT L. SAUER	Sharon, Pa.
	<i>Sharon High School</i>

**WESTINGHOUSE-WORCESTER SCHOLARSHIP  
AWARDED IN 1944**

(To Be Announced)

**WESTINGHOUSE SCHOLARSHIPS FOR 4-H CLUB MEMBERS  
AWARDED IN 1943**

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LEON BERNSEN	Violet, Texas
GLENN EISENBANDT	Lockport, Ill.
MARVIN E. HEFT, JR.	Sparta, Mich.
LAWRENCE M. KIRK	Peyton, Colo.
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## School Business Administration

### MICHIGAN SCHOOL-BUSINESS OFFICIALS MEET

The meeting of the Michigan Association of Public School Business Officials, held at Dearborn Inn, on March 16, 17, and 18, was one of the best meetings ever held by the Association. There were more school districts represented at this meeting than at any time in the past, which indicated considerable interest in the program.

Although there were no exhibits, a number of firms who furnish materials to the schools were represented at the meeting, to maintain the contacts established in past years.

The opening session on Thursday evening was very instructive, especially that portion which was given over to a symposium—"Experiences With Maintenance and Building Problems in Wartime." The men who conducted the symposium were all men who had done considerable construction work since the start of the war and who were able to give the members some significant information.

The talk on "Postwar Planning," by Dr. Eugene B. Elliott, State Superintendent of Public Instruction of Michigan, was of great value because it pointed the way for possible planning by the several school districts. It also outlined the state's plan which gave a central clearing place for getting information in consolidating postwar plans.

Two of the talks were of outstanding interest: One was the talk by John Espie, of Eagle, Mich., who discussed "State and Local Finances of Schools With Special Reference to Equalization." It was one of the finest the group had ever heard and may lead to a solution of the assessing and equalization of school aid problem in the state.

The other was the talk by Mr. John Haen, of the Chrysler Corporation, on "How Aviation Will Influence Education and Other Ways of Living." He pointed out that many visionaries are predicting that after the war the skies over the United States and the world in general will be filled with airplanes, and he outlined the fallacies of such predictions. He showed in a practical way how impossible such an accomplishment will be for many years to come. New designs in airplanes must be produced which will be suited for commercial use and which will not be dangerous in the hands of ordinary citizens. This will be a gradual process rather than an overnight accomplishment. Again, he pointed out that the servicing of airplanes is much more difficult than the servicing of motorcars and that mechanics must be trained to service civilian planes. He did predict a great increase after the war in commercial aviation and an increase in freight and express handled through the air.

The meeting closed with the election of new officers for the year 1944-45:

President, Frank J. DuFrain, Pontiac, Mich.

Vice-president, Otto Haisley, Ann Arbor.

Secretary-Treasurer, A. C. Lamb, Detroit.

Directors, George Walkotten, Albion; A. D. Brainard, Muskegon; Chester S. Miller, Saginaw.

### PAPER SHORTAGE PERILS TEXTBOOKS AND SUPPLIES

Collections of wastepaper must be increased to 667,000 tons a month to relieve the paper shortage, which has affected school and college textbook supplies, according to Emery W. Balduf, chief of the school-college section of the WPB's salvage division.

Mr. Balduf said effective paper salvage work already is being done by the elementary schools and some high schools. He urged educators to use their ingenuity, organizing ability, and patriotism to extend the program. The paper cardboard containers required for military supplies are being made almost entirely from wastepaper

and it is necessary to keep up the supply at this time.

### WILL HOLD JANITOR SCHOOLS IN IOWA

Arrangements have been made to hold a number of janitor-engineer schools in different cities in Iowa, during the second and third weeks of June. The cities selected are Spencer, Ida Grove, Fairfield, Jefferson, and Grinnell.

While no definite topics have been selected as yet, the committee will be glad to receive suggestions.

### WAR PRODUCTION BOARD ORDERS

Restrictions on the use of alloy steel for making hand-operated and special purpose saws have been removed under an amendment to Sch. III, L-157.

Chrome stainless steel will be permitted in the manufacture of knives, forks, dessert spoons, and teaspoons for sale to hospitals and other institutional users of flatware. Action has been taken by WPB under Order L-140b.

### SCHOOL-BOND SALES

During the month of March, 1944, the sales of school bonds reached an all-time low in the amount of \$314,000. During the same period, short-paper and refunding bonds were sold in the amount of \$795,500. The average interest rate was 1.65 per cent.

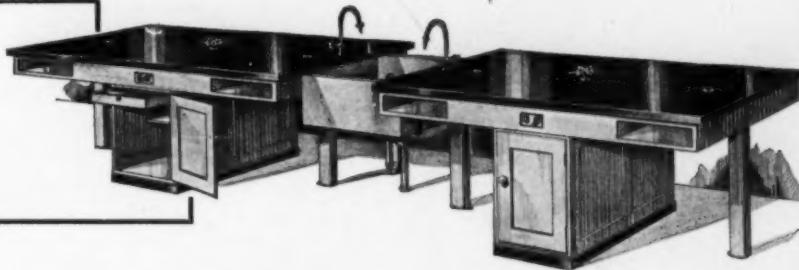
### SCHOOL-BUILDING CONSTRUCTION

In 11 states west of the Rockies, contracts were let in the month of March for the erection of 3 school buildings, to cost \$91,560.

During the same period 8 school-building projects were reported in preliminary stages, at an estimated valuation of \$783,000.

During the month of March, 1944, contracts were let in 37 states east of the Rocky Mountains for 114 educational buildings. Dodge reports that the total value of these buildings is \$4,361,000.

**All Purpose  
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For the small laboratory-classroom



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## Teachers' Salaries

### NEW YORK TEACHERS' SALARY STUDY

The New York State Teachers' Association, at Albany, has made a survey of teachers' salaries for the year 1942-43. The report shows that there have been no great increases in salaries for the year 1943 over the year 1942, the most significant change having occurred in the group receiving less than \$1,000. The median salary for the state, exclusive of New York City, was \$1,870.

The median salaries of teachers in New York have changed very little since 1938-39, but the over-all cost of living increased 25.6 per cent from 1939 to 1943. The great rise in the national income since Pearl Harbor was reflected in the average earnings of other professions and occupations to a far greater degree than in teaching. Actually, teachers received less in 1942-43 than in 1938-39, due to decreased purchasing power. The average teacher's salary was worth 11 per cent less in 1942-43 than the average salary in 1938-39.

In April, 1943, the state legislature passed a bill raising the minimum salary of teachers to \$1,200. The Association is promoting legislation to have the minimum salary of teachers raised to \$1,500 in elementary schools, and to \$1,600 in high schools.

### NEW SINGLE-SALARY SCHEDULE

The board of education of Crystal Falls, Mich., during the year 1943-44, has placed a new single-salary schedule in operation. This schedule, the result of a comprehensive study by members of the teaching staff and the administrative department, is based on experience of the teacher in service and professional training obtained in certain definite lines. The schedule, approved by

the board as presented, provides for a minimum salary of \$1,500 for nondegree teachers, \$1,425 for teachers holding bachelor's degrees, and \$1,615 for teachers in possession of master's degrees.

The board has also placed in effect a cumulative sick-leave plan, which allows five days of sick-leave a year, to both teaching and non-teaching employees. The sick-leave is cumulative to 15 days and is given when a teacher is absent for personal illness, or illness or death in the immediate family.

### EAST CHICAGO ADOPTS LIBERAL SICK BENEFIT PLAN

The board of education of East Chicago, Ind., has recently revised its sick-benefit plan for school employees, to provide compensation for instructional, clerical, maintenance, supervisory, and administrative employees who may find it necessary to be absent because of personal illness or illness or death in the immediate family.

Under the new policy, any school employee will be eligible to receive full pay for six days per school year of 42 weeks or less, and for eight days per school year in excess of 42 weeks, when absent on account of personal illness or injury, or because of quarantine by order of the public health official. In addition, full pay may be received for not to exceed three of the six or eight days allowed annually, when absent because of the illness or death of a member of the immediate family.

Each of the six or eight days allowable annually, if not used, may be accumulated indefinitely as a reservoir to be drawn upon as needed.

Each employee must submit satisfactory evidence as to cause of absence. Misrepresentation means that all credit accumulations to date will be canceled.

Amounts in payment for accidents because of workmen's compensation legislation will reduce the amount normally paid in accordance with these provisions for sickness and accident benefits.

Any employee absent on the day immediately

preceding a "recess day" for any of the causes specified will be paid for the recess day in the same school week, as the employee present is paid; if absent for causes other than those specified, payment will not be made.

### A LIBERAL SICK-LEAVE RULE

Upon recommendation of Superintendent Lester D. Henderson, the school board of Burlingame, Calif., adopted, on March 21, a new sick-leave policy for the year 1944, which allows any regular certificated employee ten days' absence from duty because of illness or personal injury, without a deduction in salary. The unused portion of the sick leave will be allowed to accumulate up to a maximum of five days per annum until it reaches a total of 25 days.

Absence without loss of salary will be allowed any certificated employee for not to exceed three days annually, upon the death of a member of the immediate family.

Any certificated employee who is absent from duty for illness or injury for a period longer than that provided for in the rules will be entitled to compensation equal to the difference between his contract salary and the amount paid to a substitute teacher, for a period of not to exceed five months, after which the compensation will cease until his return to duty.

Each employee must present a signed statement to the superintendent following any period of absence because of illness or injury.

It is provided that regular employees under annual contract may be given sick leave for one year or less for the purpose of health improvement or recuperation. Such leaves must be terminated at the end of the current school year on June 30.

After three or more years of service in the schools, a certificated employee will be given leave of absence for study, travel, rest, or other reason approved by the board. Such leave will be for one year or less, and will terminate at the end of the school year on June 30.

Any certificated employee under an annual contract, who enters the military service, including any uniformed auxiliary or the Red Cross, will be entitled to a leave of absence, without compensation, for a period ending 90 days after his discharge from such service.

Sabbatical leave will be given any certificated employee under contract, in accordance with the provisions of the state school code.

#### TEACHERS' SALARIES

► Cicero, Ill. The school board recently met a teachers' pay crisis by approving the issuance of teacher orders, bearing interest at 4½ per cent, against anticipated tax revenues. The orders will be made available to meet school pay rolls and teachers who need cash may convert these orders

through investment firms. The February salaries were paid but the board found itself unable to meet the March salaries because its working fund of \$440,000 had run out. This fund will be replenished after taxes come in shortly after July 1.

► Teachers in Iowa schools are getting salaries ranging up to 37.3 per cent above the year 1942-43, according to a report of a survey made by the state education department.

Increases of 20 per cent were commonplace, the survey disclosed, and teachers will continue to receive additional increases through the next school year, 1943-44, but not on the scale which prevailed in 1942-43.

► Norfolk, Neb. Public school and junior college teachers have been re-elected for the school

year 1944, with salary increases totaling \$13,000. Some of the increases totaled \$300 a year.

► Omaha, Neb. The local teachers' association has accepted a decision of the school board that it must delay action on higher salary schedules for teachers until next September, but has intimated that it will reserve the right to act as it sees fit in September. The board had previously refused a request from teachers for new contracts, to include a higher salary schedule, beginning next fall.

► Billerica, Mass. The school board has approved salary increases of \$200 for all school employees, for the year 1944-45. The increases are provided in a new schedule, which offers above-maximum rates for professional improvement.

► Concordia, Kans. All teachers in the schools were given flat increases of 10 per cent for the year 1944-45.

► Ludlow, Mass. The school board has adopted a new salary schedule, retroactive to January 1, which provides salary increases for all members of the staff. The schedule which is based on training and teaching experience provides increases in salary for those with extra training, restores the increment feature, and raises the minimum starting salary in all grades. All teachers are placed in one of four classes, according to their training. Salary increases are \$100 a year during the early years of service, and \$50 a year when the maximum is approached. Male teachers will start at \$1,600 per year and will go to \$2,400 in 12 years.

► Manitowoc, Wis. Salaries of all teachers will be increased by \$100 a year, beginning next September, under a decision of the school board.

► Appleton, Wis. Salary increases ranging from \$50 to \$200 and totaling \$16,800 have been approved by the school board.

► Falls City, Neb. Teachers in the schools have been given increases of 7½ per cent for the school year 1944-45.

► Fall River, Mass. Salary increases of \$80 and \$160 a year have been given principals' assistants in six grammar schools. The increases were granted on a threefold basis, enrollment, number of rooms in use, and experience of the teachers.

► Lincoln, Neb. The school board has submitted a 17-mill tax levy to the voters for approval. About 85 per cent of the proposed increase will be used for employees' salaries, and the balance for needed supplies and maintenance.

► Fond du Lac, Wis. The school board has approved new cost-of-living bonuses for teachers, which will result in increases of \$180 for the next school year, 1944-45.

► Weyauwega, Wis. The school board has voted to give each teacher a salary increase of \$200 for the school year.

► Oconomowoc, Wis. The school board has voted to give teachers, administrators, and full-time janitors monthly increases of \$10 from February 1 to June 1, 1944. Part-time janitors and office help will get \$5 per month for the same period. During the year 1944-45, a minimum bonus of \$10 per month will be given to full-time teachers, administrators, and janitors, and \$5 per month to part-time janitors and office help.

► Antigo, Wis. The school board has decided to retain the salary schedule of last year, but will pay a \$10-a-month cost-of-living bonus to the 70 members of the school staff.

► Wilber, Neb. All teachers have been re-elected for another year, with increases of from 15 to 20 per cent.

► Quincy, Mich. The school board has given increases of 5 per cent to all teachers for the 1944-45 school year. The increases will amount to about \$75 per year.

► Milwaukee, Wis. The Shorewood school board has revised its salary schedule to provide cost-of-living bonuses for members of the teaching staff. The new scale provides \$160 for employees on a ten-month basis; \$200 for employees with one dependent; and \$240 for those with two or more dependents.

## Sheldon LABORATORY FURNITURE

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Revised Priority Regulation P-43, as amended March 6, indicates that Federal Authorities recognize the necessity of continuing scientific education without interruption.

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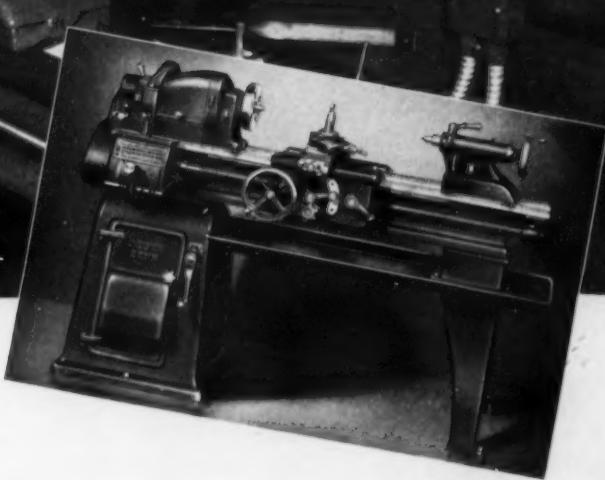
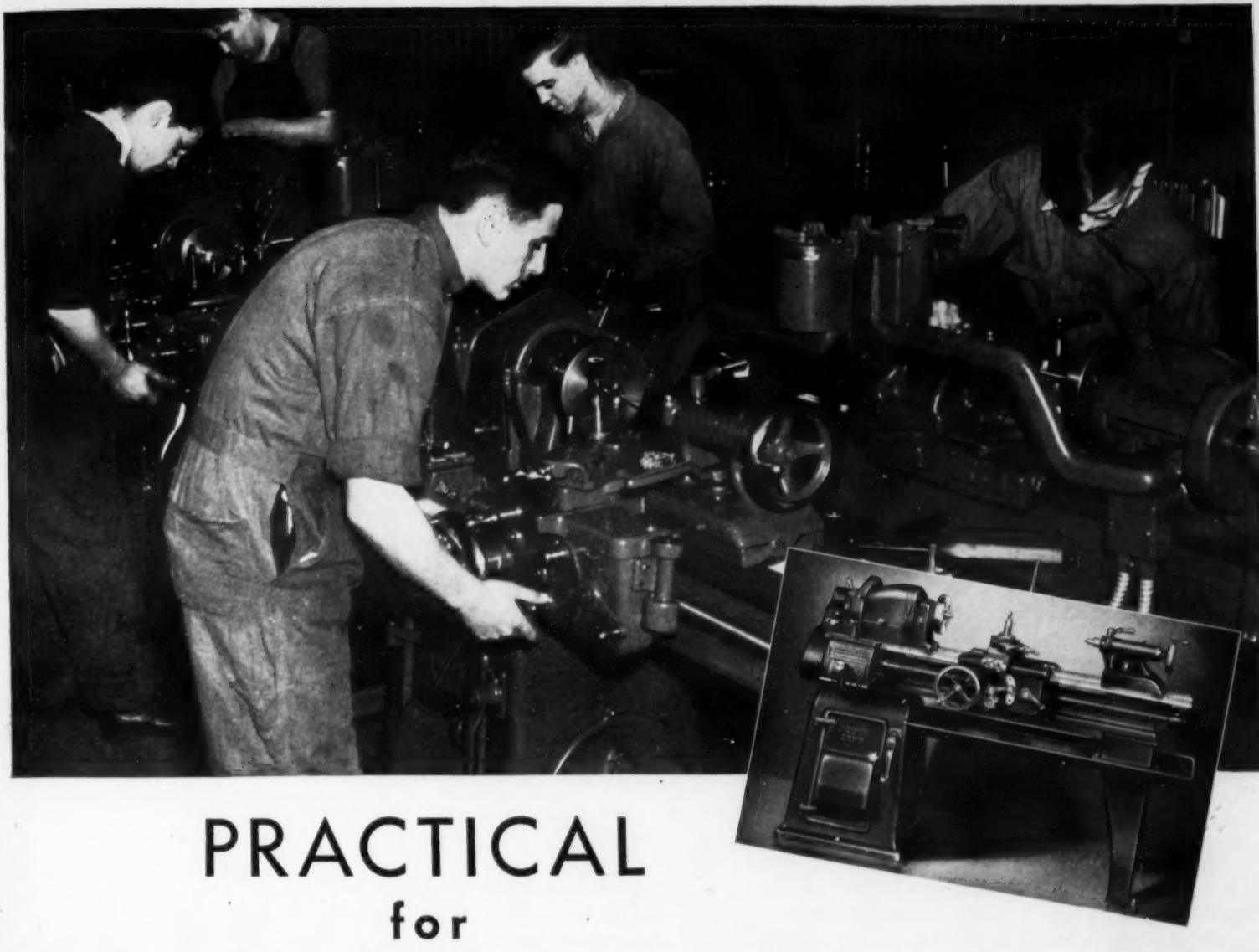
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## School Administration News

### WEST SPRINGFIELD SCHOOLS ARE SCHOOLS OF GROWTH

The Annual Report of the public schools of West Springfield, Mass., prepared under the direction of Dr. Franklin P. Hawkes, superintendent of schools, was presented to the board of education on April 1, 1944.

The report which informs parents and the public about the schools, does this most effectively by means of pictures, charts, and graphs. Hardly a fact which the public may wish to know about the schools is overlooked in the report.

One item discussed in the report is entitled, "Getting Ready for School." It tells how pre-school conferences, conducted in cooperation with Dr. Lura Oak, have resulted in bringing parents, teachers, principals, and health teachers together for the benefit of the children.

A second section is given over to a description of the guidance program, which extends from grade seven through grade twelve, and which is conducted two or three periods each week under trained teachers. Through this program such vital aspects as remedial work, choice of subjects, vocational analysis, and occupational placements and contacts are stressed.

A third section is devoted to school health services, which includes physical examinations of pupils and a dental clinic. The board has adopted regulations governing the duties of the school physicians and the school nurse.

Last, but not the least important, is an

**Armed Forces Bulletin**, prepared by the high school department of guidance, and containing literary contributions by teachers and students. These items of interest are intended to keep the armed forces informed about some of the school activities and the policies of the schools.

### NEW YORK CENTRALIZES POWERS IN SUPERINTENDENT

The New York City schools, which since the establishment of the "greater city," more than 40 years ago, have had their policies formed by a board of superintendents, will be controlled by a single superintendent of schools.

The Coudert-Wickes law, signed on April 6 by Governor Dewey, centralizes in Superintendent John E. Wade all the powers held by the board of eight associate superintendents with the superintendent as chairman. The board itself will continue to exist with advisory functions.

Governor Dewey in his message on the bill wrote:

"This bill places in the superintendent of schools of the city of New York full executive responsibility in the administration of schools in that city. It removes an anachronism of a board of nine superintendents, in which each had equal voice."

"The superintendent of schools, whose salary is \$25,000—the same as that of the Governor of this state—is actually subject to the control of eight of his subordinates. His powers were further shorn by reason of the policy-making functions of the city board of education.

"Concerning this bill, Mr. Buck, on behalf of the New York City board of education, has said:

"This bill remedies that anomalous situation. It places executive and administrative responsibility squarely on the shoulders of the chief executive officer—the superintendent of schools. That responsibility should be so placed has been recommended, I am informed, by every responsible group which has studied our school system in recent years—including your Rapp-Coudert committee."

"Opponents of this bill have claimed, among other things, that this bill increases the power of the board of education. I submit that this just is not so. As a matter of fact it decreases the board of education's power, in that it vests with the superintendent of schools—where that power belongs—the power to nominate top officers of the system. After all, as the chief executive, he is entitled to a say in the choice of his lieutenants."

"The new law," concluded the governor, "is a great step forward in education in the city of New York."

### PROGRESS MADE AT SALEM, MASSACHUSETTS

At the suggestion of Supt. C. W. McDermith, the board of education at Salem, Mass., has inaugurated a number of changes and improvements in the schools for the school year 1943-44. A temporary cost-of-living adjustment of \$190 has been given to all instructional personnel, and a \$158 increase to members of the janitorial staff. This increase is to be operative until the salary study committee has had an opportunity to study the salary situation and report its findings to the board.

A committee of principals and classroom teachers representing all grade levels has been appointed to make a study of pupil's cumulative records. It is the purpose to effect a revision of the present record system and to evolve a different kind of report to be sent to the parents.

A new guidance committee, comprising representatives of all departments of the schools, has been appointed to study ways and means of adapting the high school program to the needs of boys who may soon be inducted into the armed forces.

### Roscoe Pulliam Dies

Roscoe Pulliam, a former superintendent of schools at Harrisburg, Ill., died at his home on March 27. He was 47 years old. Mr. Pulliam, a native of Belleville, Ill., was graduated from the Southern Illinois Normal School with a degree given by that institution. He held teaching positions in the Eastern Normal School, Charleston, and at George Peabody College, Nashville, Tenn. He was superintendent at Harrisburg, and later president of the Southern Normal School.



## How to replace or re-surface during a manpower shortage

A brief survey of the blackboard in your schools may reveal more than a few sections of grey, wornout, old blackboard that are difficult to write on, hard to read and impossible to erase. Wouldn't you save time and teachers' tempers by either replacing useless board with fresh, permanently black Hyloplate or resurfacing worn board with Hyloplate Surfacer?

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#### FEDERAL SUBSIDY LUNCH PROGRAM

A study of the operation of the federal lunch program in the city schools of San Antonio, Tex., has recently revealed a wide variation in the ethnic groups and a startling difference in the levels between economic groups.

Mr. James T. Shea, head of the Research Bureau of San Antonio, in a brief summary of his findings, shows a résumé of practices in a large list of cities with populations over 100,000. The program, which is designed to provide federal reimbursement to school lunchrooms for the feeding of needy children, offers three types of lunches: (1) Type A, a complete lunch for 9 cents, (2) Type B, a less adequate lunch for 6 cents, and (3) Type C, one half pint of milk, 2 cents. In Types A and B lunches, certain foods are prescribed and the menus must be approved by the Department of Agriculture.

Of the 68 cities replying to the questionnaire, 28 participate in the program and 40 do not participate. Three cities operate the program in all schools, but generally the program is limited to particular districts where there is a distinct need. The cities named are Akron, Atlanta, Birmingham, Boston, Chattanooga, Detroit, Duluth, Fort Wayne, Kansas City, Mo., Knoxville, Minneapolis, Nashville, Newark, New Bedford, New Orleans, Norfolk, Philadelphia, Portland, Reading, Richmond, Rochester, St. Louis, San Francisco, Scranton, Utica, Fall River.

In all cases, federal reimbursement is made on a monthly basis, and in the case of the larger school system, individual units must be combined into one summary. Food purchase invoices must be filed for auditing. Reimbursement is not made where the cost of the food is less than the amount set forth. Reimbursements may not accrue as profit but must be used to provide increased service, mainly in the form of larger or better servings.

The survey revealed that there is some need locally for caring for a restricted number of children. It was limited in scope to worth-while procedures and practices in school lunch programs. Two questions that should be answered are: Is the philosophy of federal subsidy as applied to the school lunch program tenable? Can the school system afford to make up the difference in the amount of subsidy and the actual cost?

#### COLORADO SCHOOL BOARDS MEET IN DENVER

The Colorado Association of School Boards, at its convention held in Denver on March 30 and 31, turned its attention to school financing and dangers of federal bureaucracy. The delegates engaged in discussions of economic theories for the postwar period and of the State Office of Education.

Lewis Corey, lecturer in economics at Antioch College, argued that a severe economic crisis would occur four or five years after the war. He called for government purchase of all large business and its operation on the order of TVA. He would tax personal incomes to equalize wealth distribution and would drastically reduce amounts available for investment. He predicted industrial development of the West and Southwest as the country spreads its concentrated manufacturing more evenly. But he predicts four to five years of postwar prosperity before a depression will set in.

The Association held a joint dinner, at which J. H. Macdonald, vice-president, delivered the main address. He pointed out that the schools in the postwar era will have to depend more on state financing and less on taxes.

Dr. J. Frederick Weltzin, of Denver University, highlighted the Friday sessions in which he pointed out that the schools of today are completely inadequate for the new times. The curriculum, he said, should include citizenship, character training, and vocational training for specific jobs.

Vernon Cheever, of Colorado Springs, told the board members that unequal educational oppor-

tunities in Colorado should be met jointly by state and local school authorities, with control remaining in local hands. He opposed federal aid and warned that the proposed repeal of the service tax might hamper the financing of the schools.

On Friday, Dr. Hans Morgenthau, of Chicago University, spoke on the topic, "The Price of Peace."

#### CINCINNATI BUILDING SURVEY

The board of education of Cincinnati, Ohio, is conducting a building survey as a means of preparing for the postwar employment problem. Under the direction of Supt. Claude V. Courier, the educational program has been studied and the educational trends analyzed as a means of determining the building facilities most needed for the future.

Under the direction of Dr. T. C. Holz of the Bureau of Educational Research of the Ohio State University, an appraisal of present buildings and a study of population trends are being conducted to determine where remodeling and new construction will be needed.

The findings of the survey will be used to determine estimates of cost for the various building projects. Recommendations will be presented on ways in which these costs may be most economically met by the school district.

#### ALLEGAN POSTWAR PROGRAM

The board of education at Allegan, Mich., is completing plans for a postwar school-construction program, to be started with the end of hostilities.

The board has made extensive improvements in the high school building to provide additional space for several departments. The industrial-arts department has been moved to a new section in the basement. A small addition has been provided for the farm shop where farm boys and adult farmers are given instruction in farm machinery repair. The agricultural and manual arts departments have been greatly improved and enlarged and new equipment provided through a loan of the State Board of Vocational Education.

#### BATTLE CREEK PREPARES FOR POSTWAR PERIOD

The board of education of Battle Creek, Mich., in cooperation with the W. K. Kellogg Foundation, will conduct a survey of the public schools as the basis for a broad postwar program. The survey will cover every phase of activity undertaken by the schools in an effort to evaluate and adjust the system to cope with present problems and with those arising in the postwar world. It is expected that Dr. Tyler, of the University of Chicago, will direct the survey.

#### JUVENILE DELINQUENCY INCREASES

There has been an increase of 31 per cent in the number of juvenile delinquency cases disposed of in the juvenile courts in 1943, over the year 1942, according to Katharine F. Lenroot, chief of the Children's Bureau of the U. S. Department of Labor.

The finding which was based on the records of 145 courts in various parts of the country cooperating with the Children's Bureau showed that in 1943 about 94,000 cases were disposed of, as compared with 72,000 in the previous year. A slightly greater increase in boys' than in girls' cases was indicated in 1943, which was a reversal of the situation during the two previous years. Boys' cases were more than four fifths of the total.

In 1944, it is expected, another factor will be encountered to increase the number of cases. Many boys and girls, it is believed, were referred to law-enforcement agencies and juvenile courts whose behavior in other years might have been ignored or dealt with through some other agency.

#### VALPARAISO POSTWAR PROGRAM

The public schools of Valparaiso, Ind., have begun plans for a postwar planning program, to include a new school auditorium, with facilities for serving lunches. The program will be placed in operation at the close of hostilities.

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### I'M-AN-AMERICAN DAY

(Continued from page 26)

school officials, a cross-sectional executive committee can be formed with representatives from whichever of the following groups locally are most interested in citizenship: public schools, parochial schools, civic and service clubs, Chambers of Commerce, local government officials, the Labor Council, women's clubs, youth groups, Americanization organizations, teachers of foreign-born adults, veteran's organizations, and similar patriotic and civic societies interested and active in the area of citizenship. Effort should be made to get a broad representation without overlooking any significant group concerned with the citizenship either of young people or of the newly naturalized.

4. *The content of the program should be focused on the privileges, rights, and obligations of new voters, on responsibilities of citizens and on what American citizenship means to us and to the world.* The purpose is not primarily to honor the new citizens, but it should be to enlist their devotion to the challenge of American citizenship. Effective ceremonies are those carrying a patriotic emotional tone which appeals both to the new citizens and to the general public. Colorful, vivid, and dramatic presentation of the parts of the program should leave each individual with a deeper devotion to the responsibilities incumbent upon American citizens.

5. *Wide participation by the new citizens is*

*most desirable. Ideals and attitudes grow most rapidly in those who do.* The program should actively involve both the young people and the newly naturalized; it should be less a presentation for them than a development with them.

6. *Plans should be laid for lead-up and follow-up activities for educating new voters for specific participation in their civic responsibilities.* Discussion groups and forums, systematic placement of new voters into volunteer service positions, and other experiences on the young adult level can help prepare new voters for an active civic life.

#### Organization and Planning the Program

Ordinarily an executive committee should be set up to develop the broad outlines of the ceremonies. This committee can then set up and delegate specific areas of responsibility to subcommittees. Chairmen of the subcommittees may or may not be members of the executive committee but subcommittee personnel can very well come from the same broadly representative community groups. Subcommittees should contain only working members.

The functions of the committees may be summarized thus:

#### Executive Committee

1. Outline policies.
2. Arrange for the time and place for exercises. See that other community events do not conflict.
3. Obtain the speakers, arrange for the special guests, and similar outside assistance.

4. Appoint, define duties, and check upon the progress of the subcommittees.
5. Arrange for finances.
6. Plan details of handling the crowd and the traffic.
7. See that records are kept of all activities for use of future committees.

#### Program Committee

1. Arrange and plan the details of the induction ceremony.
2. Arrange for parades, demonstrations, music, ritual, oath of citizenship, and invocation and benediction.
3. Provide for certificates of recognition to be presented either to all new citizens or to selected ones.
4. Insure that as many new citizens as possible actively participate in planning the program.

#### Publicity Committee

1. Prepare a list of new citizens from naturalization and school records and rolls of youth organizations.
2. Publicize the names of new citizens and new voters.
3. Invite the attendance of new citizens by direct mail. Attempt to get 100 per cent attendance.
4. Compile a list of the organizations and agencies to be acquainted with the program of the day.
5. Enlist their aid in publicizing and participating in the day.
6. Inform the public of the ceremonies through the newspapers, radio, posters, and neighborhood group announcements.
7. Publicize the speakers and special guests.

#### Decorations Committee

1. See that the streets, business houses, public buildings, and homes are decorated with flags, banners, bunting, displays, and exhibits.
2. See that the stadium or auditorium and the line of march are decorated.

Additional specific suggestions for observing this day can be obtained by writing:

1. U. S. Department of Justice, Immigration and Naturalization Service, Philadelphia, Pa., or nearest district office of the Service.
2. University Extension Division, University of Wisconsin, Madison, Wis.
3. Bureau of Adult Education, State Education Department, Albany, N. Y.

#### DEMOCRACY AN IDEAL

Democracy is an ideal form of political association never yet fully realized. Lincoln once said of the Declaration of Independence that it was intended as an ideal, "constantly looked to, constantly labored for and, even though never perfectly attained, constantly approximated, constantly spreading its influence and augmenting the happiness and value of life to all people of all colors everywhere." So we characterize democracy.—Charles E. Merriam.

#### Personal News

- SUPT. HENRY EARL SMITH, of Sheboygan, Wis., has been re-elected for another three-year term.
- WARDWELL C. LEONARD has been elected superintendent of schools at Tiverton, Mass.
- SUPT. WILLARD J. GRAFF, of Independence, Kans., has been re-elected for a two-year term.
- OWEN MOORE has been elected superintendent of schools at North Manchester, Ind.
- WALTER F. GROTS has been elected superintendent of schools at Litchfield, Ill.
- SUPT. ARTHUR A. RATHER, of Ionia, Mich., has been re-elected for a three-year term.
- ROBERT MEGGISON has been elected superintendent of schools at Mancelona, Mich.
- SUPT. P. F. SHAFFER, of Macomb, Ill., has been re-elected for another year.
- ALVIN C. CAST, superintendent of schools at Kentland, Ind., has announced his resignation, to take effect at the close of the year in June.

► GEORGE E. PETERSON, of Algonac, Mich., has been elected superintendent at Yale.

► EARL S. DREHMER, of Yale, Mich., has resigned to take a similar position at Ithaca, Mich.

► ANDERSON D. OWENS, of Newport, Ky., has been re-elected for another year.

► SUPT. J. S. MAXWELL, of Warrensburg, Mo., has been re-elected for the next year.

► ROI S. WOOD has been elected superintendent of schools at Joplin, Mo.

► ROBERT KELLOGG, of Gobles, Mich., has accepted the superintendency at Bloomingdale.

► SUPT. H. J. BLUE, of Carlinville, Ill., has announced his resignation, to take effect at the close of school.

► SUPT. L. T. DICKENSON, of Greenup, Ky., has been re-elected for the next year.

► SUPT. C. R. LUBBERS, of Constantine, Mich., has been re-elected for another year.

► GEORGE H. McNEMAR has been elected superintendent of schools at Palestine, Ind.

► ISAAC L. CONNER, former superintendent of schools at Tipton, Ind., died on March 16.

► JOHN B. RICE has been appointed acting superintendent of schools at Marlboro, Mass., to succeed T. J. McCook who has joined the navy.

► SUPT. PAUL E. AKINS, of Powers, Mich., has been re-elected for another year.

► DR. JOHN F. HUMMER has succeeded G. Carl Alverson as superintendent of schools at Syracuse, N. Y.

► SUPT. B. J. KLASER, of Wilber, Neb., has been re-elected for another year.

► SUPT. W. E. MATTHEWS, of Independence, Mo., has been re-elected for a sixth term.

► The school board at Framingham, Mass., has reorganized with MORTON F. YATES as chairman and BYRON L. MOORE as secretary.

► GEORGE C. McGORTY has been re-elected chairman of the school board at Hudson, Mass.

► MRS. ROBERT JONES has been elected chairman of the school board at Wenham, Mass.

► The school board at Pembroke, Mass., has reorganized with FRANK PARRIS as chairman and MRS. DOROTHY COOK as secretary.

► O. J. WEYMOUTH has been elected superintendent of schools at Sidney, Neb., to succeed G. F. Liebendorfer, who has accepted a position in Lincoln.

► GARLAND LADSON has been appointed acting superintendent of schools at Linton, Ind., to succeed J. O. Ladson, who has joined the Navy.

► SUPT. C. R. LUBBERS, of Constantine, Mich., has been re-elected for another year.

► SUPT. ROY SCHROEDER, of Remus, Mich., has been re-elected for a third year.

► SUPT. C. D. LANDOLT, of Uvelde, Tex., has been re-elected for a three-year term.

► DR. I. VICTOR BURGER has been appointed acting assistant superintendent in charge of the schools of Staten Island, New York City.

► ROBERT W. KELLOGG has been elected superintendent of schools at Bloomingdale, Mich.

► SUPT. F. ROY PHILLIPS, of Alma, Mich., has been named on a committee for the 1945 guidance conference at Central Michigan College, Mt. Pleasant.

► SUPT. FRED POORE, of Sebree, Ky., has been re-elected for a two-year term.

► EVERETT BENZ has been elected director of purchases and supplies for the board of education at Omaha, Neb. He succeeds Miss Mary Bird who has retired.

► PAUL DRUMMETT has been appointed director of safety education at Houston, Tex.

► WILLIAM WELCH, Sr., has been re-elected president of the school board at Oglesby, Ill. Members of the board elected for three-year terms are FRANK RIGAZIO and ROBERT KIDD.

► CLAUDE D. YOUNG, formerly secretary of the school board at Mason, Mich., died at his home on March 29.

► DR. W. E. SCHOWENGERDT and D. E. VANCE have been re-elected as members of the board of education at Champaign, Ill.

► The board of education at Clayton, Mo., has reorganized for the year, with R. T. WENGLER and CHARLES E. BRINER as members.

► SUPT. M. C. LEFLER, of Lincoln, Neb., has been re-elected for another year, beginning July 1, 1944.

► SUPT. S. M. LEGER, of Burchard, Neb., has been re-elected for his tenth consecutive term.

#### MR. SCHWARZKOPF RETIRES

Mr. Vergil Schwarzkopf, who retired from the board of education of District 102, La Grange, Ill., on April 8, had completed a service of 11 years on the board. He had been a member of the finance committee for several years, and during his period of service, he was responsible for reducing the school bonded indebtedness from \$642,000 to \$212,000. Mr. Schwarzkopf was presented with an engraved resolution. The history and program of the school system was reviewed by Mr. Schmidt, president of the board, and by Mr. Schwarzkopf at a faculty dinner.

The board has elected David F. Swain to succeed Mr. Schwarzkopf. Emmons Luthin was elected to succeed Morris B. Hart, also retired.



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What's more, with perfect safety you also get a thorough cleansing job because the powerful ingredients in Floor-San quickly pierce the dirt film and float dirt to the surface.

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No group has contributed more to America's coming Victory . . . with less fanfare . . . than teachers. It's largely their work that built the integrity of character which makes an American soldier self-reliant, sensible, courageous and sure of his ability. Without the principle of free education . . . and the right people to administer it we could be less certain of the future.

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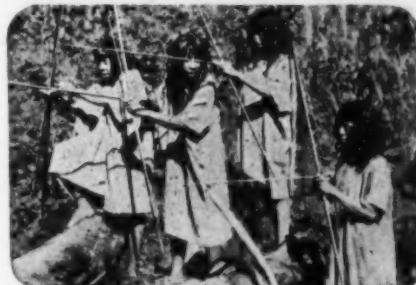
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Scene on screen and picture above are  
Official Army Air Force photographs

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## Publications of Interest to School Business Executives

### School Lighting Code

Prepared by a special advisory committee. Published by the Wisconsin Industrial Commission, Madison.

This publication, the result of a year's study by a group of educators, architects, and illuminating engineers, contains: (a) the revised lighting code proper; (b) a discussion of the health and educational problems of lighting and seeing; (c) a series of suggestions for improving the natural and artificial lighting of school buildings.

The code recommends the conventional unilateral system of natural illumination and permits the bilateral system in certain situations. The efficient glass area is fixed at a minimum of 1 sq. ft. for every 6 sq. ft. of floor surface. The proportion of 1 to 5 square feet is recommended where possible. The artificial lighting of classrooms is fixed at 12 foot-candles as a minimum in classrooms and other instructional areas; at 18 foot-candles in sewing and drawing rooms. Somewhat higher illumination is recommended as ordinary practice.

The entire document represents a practical approach to the problem based on recent experience. There is a reasonable compromise between economy and ideal situations recommended by illuminating engineers.

### Lighting Handbook

Cloth, 175 pages. Published by Westinghouse Electric & Manufacturing Co., Bloomfield, N. J.

This handbook is offered as a practical guide to lighting design and a quick reference on illumination for lighting engineers, designers, and others interested in the subject. It discusses such important subjects as eyesight conservation, interior lighting design calculations, light sources, floodlighting, and architectural lighting.

### Secretary's Annual Report of the Tacoma School District 10, Tacoma, Washington

Paper, 24 pages. Published by the board of education, Tacoma, Wash.

A report of the secretary for the school year 1942-43, giving information on financial problems, teachers, attendance, and general statistics.

### Retraining War Workers for Peacetime Activities, 1944

Paper, 7 pages. Published by Chamber of Commerce of the United States, Committee on Education, Washington, D. C.

Transition of the economy from war production to manufacture, distribution, and service to meet peacetime requirements is expected to proceed over a period of two years or more. This booklet offers a guide for retraining requirements, for the employment of all workers available, and for the establishment of adult and continuation educational programs to be conducted with the aid of the public schools. A permanent committee on education has been created, looking toward a closer liaison between employers, workers, business units, and educational authorities.

### List of Inspected Fire Protection Equipment and Materials

Paper, 175 pages. Published by the Underwriters' Laboratories, Inc., 161 Sixth Ave., New York 13, N. Y.

A list containing reports on appliances and materials which have been inspected for fire preventive and fire protective capabilities, and their relation to fire hazards and accident hazards.

### The Peoria Plan for Human Rehabilitation, Peoria, Illinois

Paper, 10 pages. The Peoria Plan, 415 Liberty St., Peoria, Ill.

The Peoria Plan is the framework of a community structure on which the burden of human rehabilitation rests. The plan is applicable to all postwar employment problems and enables every individual to care for himself and his dependents.

### Costs Per Pupil in Average Daily Attendance in Ohio City and Village School Districts, 1942-43

Compiled by W. R. Flesher, R. L. Pounds, and T. C. Holy. Paper, 32 pages. Published by the Bureau of Educational Research, Ohio State University, Columbus.

This report is an analysis of the current expenses and total payments per pupil in average daily attendance in 198 city and village school districts. Part I shows the costs per pupil for current expenses, Part II the costs per pupil for total school payments, and Part III the salaries paid teachers in city and exempted village school districts.

### Expenditures Per Pupil in City Schools, 1941-42

By Mary Ella M. Banfield. Paper, 5 pages. Circular No. 219, 1943. Published by the U. S. Office of Education, Washington, D. C.

This circular, Part II of the study of city school systems, gives the per pupil expenditures for the school systems of 70 cities in 1941-42. This group represents 26.4 per cent of the school systems of all cities having populations of 30,000 to 100,000.

### How to Reduce Air-Borne Bacteria

Paper, 4 pages. General Electric Company, Nela Park, Cleveland, Ohio.

This circular describes the efficiency of germicidal lamps in controlling infection in schools, hospitals, and factories and suggests methods of installing germicidal lamp fixtures. Germicidal lamps are installed under competent engineering supervision and their use is recommended in various instances to avoid absence due to illness.

### Salaries of Employees Engaged in Operation and Maintenance of Buildings in 155 School Systems in 1942-43

Paper, 47 pages. Circular No. 10, October, 1943. Issued by the Research Division, National Education Association, Washington, D. C.

This report lists school systems in cities above 30,000 population which have basic salary schedules for building employees. Table I includes those cities which pay school-building employees on the basis of a regular salary schedule. Table II deals with school systems which pay building employees according to a flat-rate scale. The bulletin offers information on policies and practices in effect in school systems over the country for paying these employees.

### Statutory Analysis of Retirement Provisions for Teachers and Other School Employees

Paper, 63 pages. Price, 25 cents. National Education Association, Washington, D. C.

The report discusses: (1) state legislation for retirement of teachers, and (2) retirement provisions for non-teaching school employees—disability retirement requirements and allowances, payments in case of withdrawal before retirement, superannuation or service retirement allowances, and optional benefits.

### Statistics: Collecting, Organizing, and Interpreting Data

By Raleigh Schorling, John R. Clark, and Francis G. Lankford, Jr. Paper, 76 pages. Price, 44 cents. World Book Company, Yonkers, N. Y.

This interestingly developed unit course presents to high school students the basic principles and procedures of gathering quantitative facts and arranging them for use.

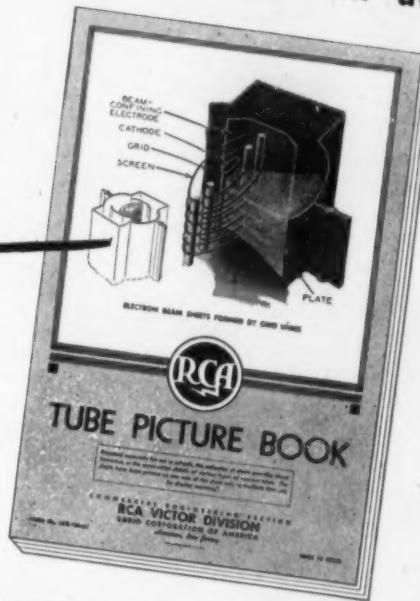
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Especially prepared for use in modern schools to provide visual education in the constructional details of representative receiving, transmitting, cathode-ray and special tubes. Each book contains 8 big illustrated tube charts printed on one side of the sheet only—to facilitate their use for display mounting.

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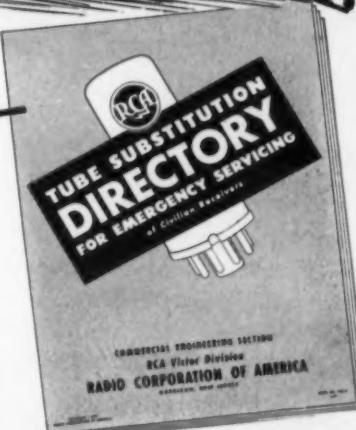
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City..... State.....

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**TEACHER INDUCTION**

(Concluded from page 46)

**Method of Dissemination** — Bulletin and general meeting  
**Items Covered** — (1) Tour of plant, (2) Class schedule, (3) Room assignment, (4) Mailboxes, (5) Use of telephone, (6) Teacher absence, (7) Attendance system, (8) Hall passes, (9) Fire drill, (10) Air-raid drill, (11) Supplies, (12) Use of library, (13) Housekeeping, (14) Keys, (15) Credential filing, (16) Pay roll, (17) Playgrounds

**Person in Charge** — Principal**Second Meeting****Time** — Monday of first week**Purpose** — To review and make possible discussion of district policies and course of study**Method of Dissemination** — District meeting followed by group meeting**Items Covered** — (1) Purpose of school, (2) Policy on supervision, (3) Teacher-board relationships, (4) Course of study**Person in Charge** — Superintendent with president of board of trustees, vice-principal, supervisor**Third Meeting****Time** — Monday of second week**Purpose of Group Meetings** — To acquaint the faculty with the grading system**Items Covered** — (1) Purpose of grades, (2) Grade scales, (3) Reporting of grades, (4) Issuing of cards, (5) Recording, (6) Interperiod reports, (7) Individual pupil record system**Person in Charge** — Principal**Fourth Meeting****Time** — Monday of third week**Purpose of Group Meetings** — To discuss the meaning and psychology of discipline**Items Covered** — (1) Definition of discipline, (2) Purpose of discipline, (3) Place and method of correction, (4) Procedure in discipline**Person in Charge** — Vice-principal and dean of girls**Fifth Meeting****Time** — Monday of fifth week**Purpose of General Meeting** — To acquaint the faculty with the special services rendered by the school**Items Covered** — (1) Nurse service, (2) Speech correction, (3) Home tutoring, (4) Music department, (5) Transportation, (6) School insurance of pupils, (7) Cafeteria, (8) Remedial classes**Person in Charge** — Superintendent and heads of various services**Sixth Meeting****Time** — Monday of sixth week**Purpose of Group Meetings** — To make life more enjoyable for the teacher**Items Covered** — (1) Recreational and educational facilities of the community, (2) Local points of interest**Person in Charge** — Principal**RADIO HELPS TEACHING**

(Concluded from page 47)

their own very deliberate but usually effective ways.

While the radio approach plan is actually only "play radio," still it is as real to boys and girls as though their shows were on all national chains at one time. The problem for teachers in the Irving school now is not the encouragement of interest in the radio approach but rather to keep under the maximum time that can be allowed for this type of activity.

**NEWS OF OFFICIALS**

► The school board at Huntington, Mass., has elected MRS. FRANK THEBODO as chairman and MRS. CHESTER McKINNEY as secretary.

► The school board at Blandford, Mass., has reorganized with MRS. FRANK COOK as secretary and LOUIS HERICK as chairman.

► The school board at Russell, Mass., has elected WALTER NEWTON as chairman and LEROY FRISBER as secretary.

► The school board at Montgomery, Mich., has elected MYRON KELSO as chairman and MRS. SUSAN ALLYN as secretary.

► The school board at Council Bluffs, Iowa, has reorganized for another year with THOMAS McMILLEN as president and E. L. ALLPHIN as vice-president. COVERT T. BROWN has been elected treasurer of the district, to succeed J. E. COLE. Mr. McMillen is serving his tenth term as president, and previously served nine terms as vice-president.

► The school board at Danvers, Mass., has reorganized with HAROLD D. STONE as chairman and G. H. ERICKSON as clerk.

► A. FRED SCHMIDT, treasurer of School Dist. No. 2, Campbellsport, Wis., died on March 4. He had been a member of the board for 28 years.

► G. C. KEMPTON has been appointed director in charge of heating, plumbing, and ventilation for the board of education at Topeka, Kans.

► COLEMAN C. WALLACE, a member of the board of education at Richmond, Ky., died at his home on March 8.

► The school board at Ashland, Mass., has organized with ROBERT M. CHASE as chairman.

► CONRAD J. REINHARD, former secretary of the school board at LaSalle, Ill., died on March 18. He was secretary of the board for 34 years until his retirement in 1938.

► MISS MARY BIRD, veteran secretary of the school board at Omaha, Neb., has retired on a pension. Miss Bird joined the school board staff in 1906, and served as assistant secretary until 1925 when she was promoted to secretary.

► ED. L. MCNEILL has been appointed director of plant operation and maintenance for the board of education at Topeka, Kans.

**COMING CONVENTIONS**

May 19. Ohio Association of Public School Business Officials, at Columbus. Headquarters, Seneca Hotel. Sam S. DICKEY, 1470 Warren Road, Lakewood.

May 3-5. Western Arts Association, at Detroit, Mich. J. K. Baltz, Franklin, Mich., secretary.

May 5-6. Wisconsin State Vocational and Adult Education Association, at Milwaukee, Wis. Headquarters, Schroeder Hotel. C. D. Rejahl, Beloit, secretary. Exhibits, J. R. VAN KOOT, Milwaukee.

May 11-13. Michigan Vocational Association, at Grand Rapids. Headquarters, Hotel Pantlind. A. L. REAGH, Grand Rapids, secretary. Exhibits, Gerald Baysinger, 17579 Wisconsin St., Detroit.

May 24-27. Associated Business Papers, at West Chester Country Club. S. A. Kinsley, 369 Lexington Ave., New York, N. Y.

July 19-21. Conference on Reading Instruction at Pennsylvania State College, State College, Pa. BETTY J. HAUGH, Room 8, Burrowes Education Building, Pennsylvania State College.



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VESTAL PYRA-SEAL PENETRATING is a penetrating seal that goes down deep into the pores of the wood and becomes a part of the floor itself. It completely seals the surface of wood to prevent the absorption of moisture, grease, oil and dirt, leaving a smooth, hard, elastic finish capable of withstanding heavy traffic. Because no surface film is left on the floor, it will not scratch, peel or wear off.

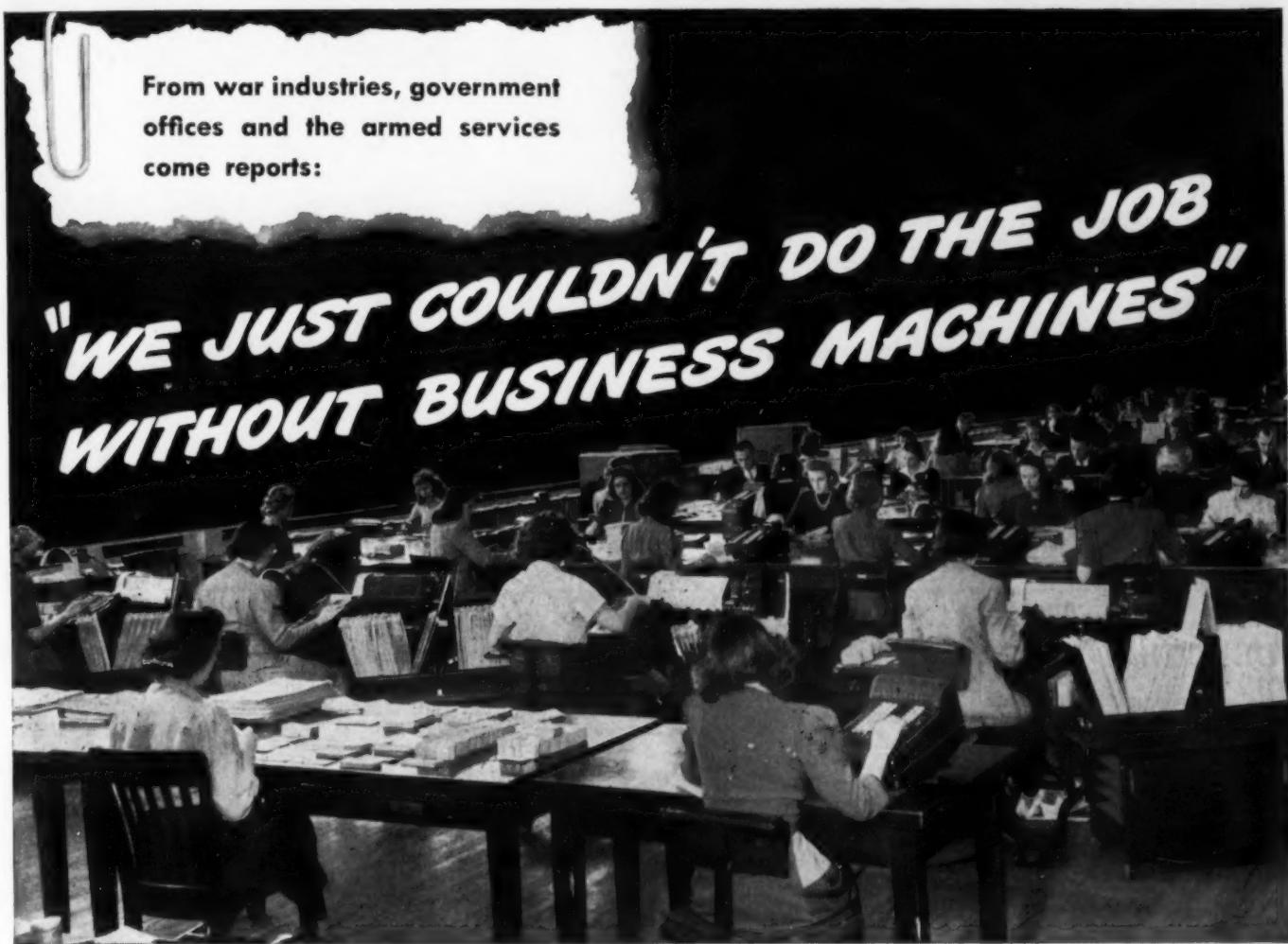
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**... and business machines require trained operators**

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Making better use of machines during regular classroom hours; providing additional practice periods and short courses for special and postgraduate students.

Expanding the curriculum to include evenings and Saturdays, so that a greater number of students can be trained in machine work.

Using the most modern practice texts and teaching materials; improving training procedures so students may attain a maximum of skill in the shortest time.

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Because of wartime's tremendous volume of figuring and accounting work, business machines are now more than ever recognized as "indispensable" equipment—and the demand for trained operators has correspondingly increased.

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### THE HIGHLAND PARK SINGLE SALARY SCHEDULE

(Concluded from page 36)

31. In placing this salary schedule into effect no present salaries shall be reduced.
32. Employees on military leave shall be granted accrual of seniority, and upon their return to the school system they shall be given appropriate contracts which will recognize their advance on the salary schedule toward their respective maxima.
33. Two weeks of vacation with pay shall be granted to all employees who work 11½ months or more per year.
34. Time of all 10-month employees, except clerical employees, shall be on the basis of a

school month; all other employees shall have time computed on the basis of a calendar month.

#### Operating and Maintenance Employees (All 12 Months, Except Elevator Operator (10 Months))

Elevator operator (10 months), \$1,000
Stockroom helper, \$1,200
Laundress, matrons, \$1,656
Custodians, common laborers, \$2,080
Head custodians—elementary schools, low pressure firemen, laundryman, \$2,200
Drivers, semiskilled laborers, \$2,300
Bus drivers, carpenters (rough), head custodian of secondary schools, high pressure firemen, guard, \$2,400
Painters, stockroom manager, \$2,500
Low pressure engineers, \$2,600
High pressure engineers, \$2,800
Carpenters (finish), electrician, glazier, lockman, mason, head painter, plasterer, plumber, roofer, \$2,912
Maintenance foreman, \$3,500

Head engineer, \$3,600

Beginning operating and maintenance employees shall be hired at 90 per cent of their respective maxima. At the end of 12 months' employment the salary shall be increased to 95 per cent of the particular maxima; at the end of 24 months' employment, the salary shall be increased to 100 per cent of the particular maxima.

### BIRMINGHAM MODERNIZES SCHOOL HEATING PLANTS

(Concluded from page 46)

"We plan to take the high schools first and then the elementary schools in our modernizing program," said Mr. Cornic. "We are setting aside a portion of the repair budget for this, and as our budget is not more than half the national average, we have to do it gradually. In our relationship with the heating engineers and contractors we specify oversize equipment—that is, equipment which will more than do the job—and which as far as possible will eliminate the human element."

"In installing stokers we have not taken into consideration any saving of labor, as we have to have janitors anyhow in the schools, but the stokers do release men for other duties."

Mr. Cornic said the only trouble experienced with stokers has been the snapping of sheer pins. This, however, is considered a safety feature for the stoker mechanism where pieces of metal or other foreign matter get mixed with the coal.

In Ramsay High School the school board has coal pulverizing equipment, which hasn't proved altogether satisfactory as it creates smoke and has to be started up and shut down manually. It is proposed this summer to install overfire steam jets in this plant in order to eliminate the smoke. Steam is available from the plant itself and experiments made by the city smoke inspector show that heated air or steam injected above the fire bed eliminates smoke. The extra oxygen thus added provides complete combustion for the escaping gases. Mr. Cornic said he thought coal pulverizing equipment is designed for a power load rather than for a heating load, especially where the latter is not constant. The starting up and shutting down naturally creates smoke. However, it is expected that the overfire ventilation will eliminate this.

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### ESCHWEILER and ESCHWEILER ARCHITECTS

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Joseph C. Goddeyne, A.B., B.S.A.E.  
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Complete Personalized Professional Service  
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### WM. B. ITTNER, INC.

Superior Architectural and Engineering Service Rendered

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CHARLES W. MULFORD, Prop.

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Branch Office: 1836 Euclid Avenue, Cleveland, Ohio

A Superior Agency for Superior People

We Register Only Reliable Candidates

Services Free to School Officials

Member National Association of Teachers' Agencies

### PLANNING AN ELEMENTARY SCHOOL

(Concluded from page 41)

When these sketches are deemed satisfactory, preliminary drawings will be produced, 1/16-inch scale, developing the use of the spaces with continued emphasis on the maximum production of educational space. These preliminary drawings will be accompanied by an estimated cost of construction, elevators, and a perspective or model of the proposed building. Upon approval of these the architect will proceed to complete his final working drawings and specifications.

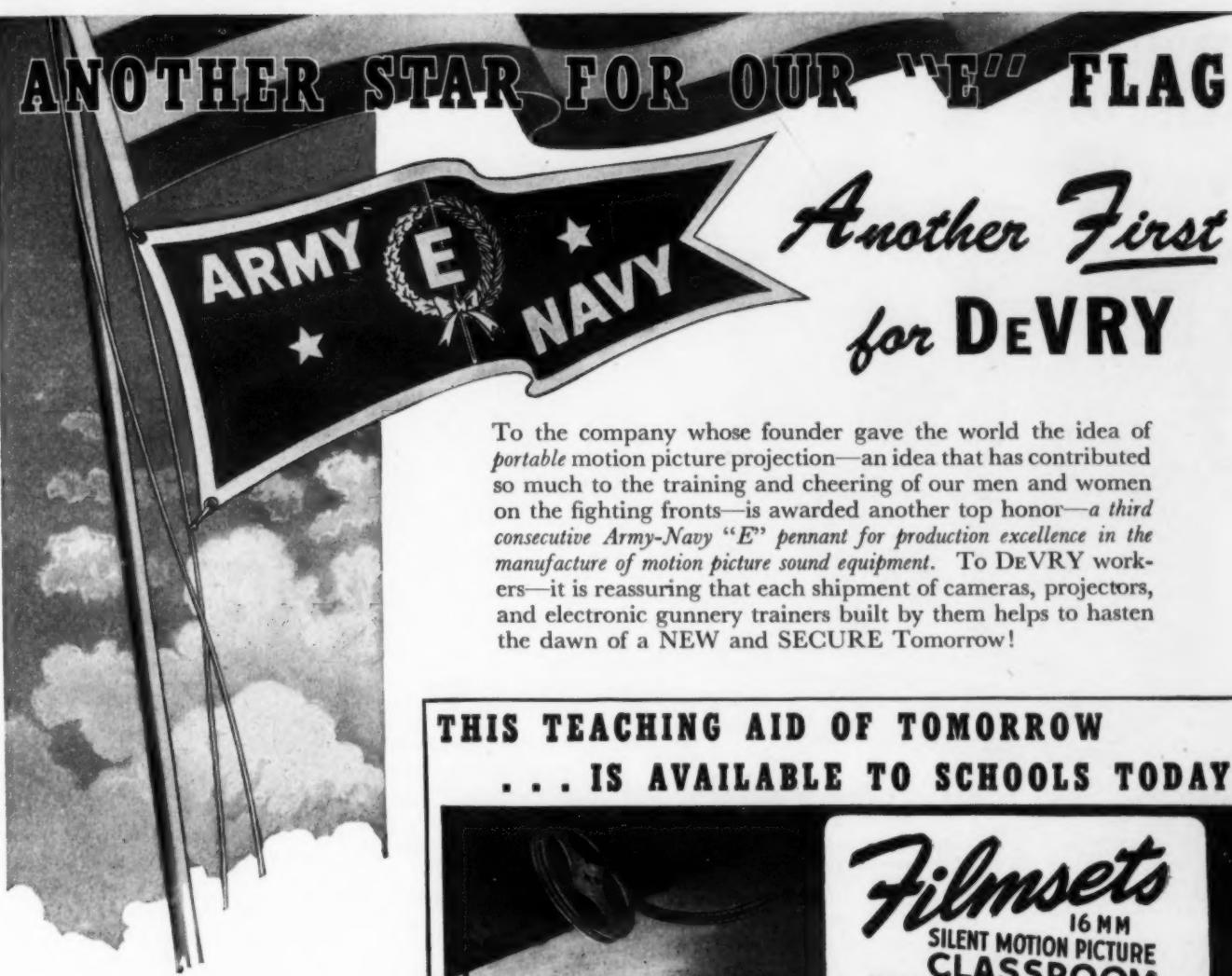
► C. E. WHITE, of Hersey, Mich., has been elected superintendent of schools at Coleman.

► T. L. WILSON has been elected superintendent of schools at Sparta, Ill.

► HARRY L. STEARNS, of Woodbury, N. J., has been elected superintendent of schools at Englewood. He succeeds Winton J. White.

► JAMES N. MUIR, superintendent of schools at Quincy, Mass., for the past 17 years, has announced his resignation, effective May 1. The retirement of Mr. Muir brings to an end the career of one of the most dynamic men to hold office in Quincy. He was a fine executive, had a reputation of having given the school system a business-like administration and keeping the cost of education on an economic level.

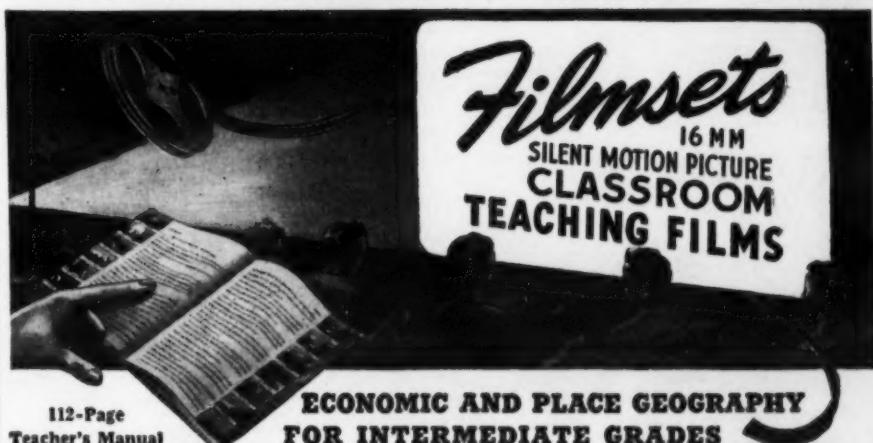
► PAUL LEE BONE, of Peru, Ind., has been elected superintendent of the elementary schools at Princeton, Ill. He succeeds G. O. Smith.



## *Another First for DeVRY*

To the company whose founder gave the world the idea of portable motion picture projection—an idea that has contributed so much to the training and cheering of our men and women on the fighting fronts—is awarded another top honor—a third consecutive Army-Navy "E" pennant for production excellence in the manufacture of motion picture sound equipment. To DeVry workers—it is reassuring that each shipment of cameras, projectors, and electronic gunnery trainers built by them helps to hasten the dawn of a NEW and SECURE Tomorrow!

### THIS TEACHING AID OF TOMORROW ... IS AVAILABLE TO SCHOOLS TODAY!



#### ECONOMIC AND PLACE GEOGRAPHY FOR INTERMEDIATE GRADES

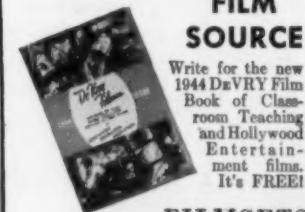
FILMSETS value and utility is increased many-fold by 112-page Teachers Manual with 672 carefully selected illustrations from the films. Each 2-page spread is a lesson outline—a quick, convenient supplement to aid teacher's introduction and review of textbook or lesson subjects.

To FILMSETS purchasers is available an attractive metal self-humidifying film cabinet, each drawer built to house and preserve 12 films.

In building FILMSETS three requirements were made of every scene accepted: (1) accuracy and authority, (2) photographic quality, (3) correlation with lesson theme.

★ ★ ★

#### YOUR CLASSROOM FILM SOURCE



Write for the new 1944 DeVry Film Book of Classroom Teaching and Hollywood Entertainment Films. It's FREE!

**FREE PREVIEW** will convince you. Your name and address on your school letterhead brings you two FILMSETS and lesson manual. Use these for 10 days. No obligation to buy.

FILMSETS were planned, produced and captioned by educators who know the teacher's problem and the student's need. They are particularly applicable to today's Global teaching problems—important both to introduction and review of lesson subjects. The time to use them is now! Write today for FREE PREVIEW. FILMSETS, INC., 1956 North Seminary Ave., Chicago 14, Illinois.

FILMSETS is affiliated with DeVry Corporation



DeVry 16mm  
Sound-on-Film  
Projector

Out of the laboratory of wartime necessity and the relentless proving ground of war—is emerging a NEW, postwar DeVry—a DeVry worth waiting for. On V-Day, DeVry will be ready with finer, sturdier, lighter, and reasonably priced motion picture equipment and associated electronic products—designed, engineered, and built to war-born perfection... "the World's Most Complete Line of Motion Picture Equipment." DEVRY CORPORATION, 1111 Armitage Avenue, Chicago 14, Ill.



**The Trend  
is Toward 35mm. Film**

NEARLY all of the 30,000 projectors in America's schools and colleges are used in showing films for amusement as well as education. In fact, the demand for entertainment films by schools greatly exceeds that for 16 mm. classroom educational subjects.

Since most entertainment films are available, while reasonably new, only on 35 mm. film, the trend is toward the installation of 35 mm. equipment. In one of America's largest cities, 80% of all the projectors in the schools are for 35 mm. projection. The quality of projection and sound which is possible with 35 mm. film and equipment can never be achieved with 16 mm.

In selecting 35 mm. equipment, follow the example of experienced buyers, leading theatremen, install MOTIOPHOTO PROJECTORS AND MIRROPHONIC SOUND

**MOTIOPHOTO**  
"Since 1896"  
4431 West Lake Street, Chicago 24, Ill.  
"Hasten the Return of Peace—Buy More War Bonds Now!"

• May we put your name on our mailing list to receive free literature on Motiograph's brand-new, post-war projector and Mirrophonic Sound Systems?

**Substantially Constructed and especially Designed for Spirited Americans**



**At War or**



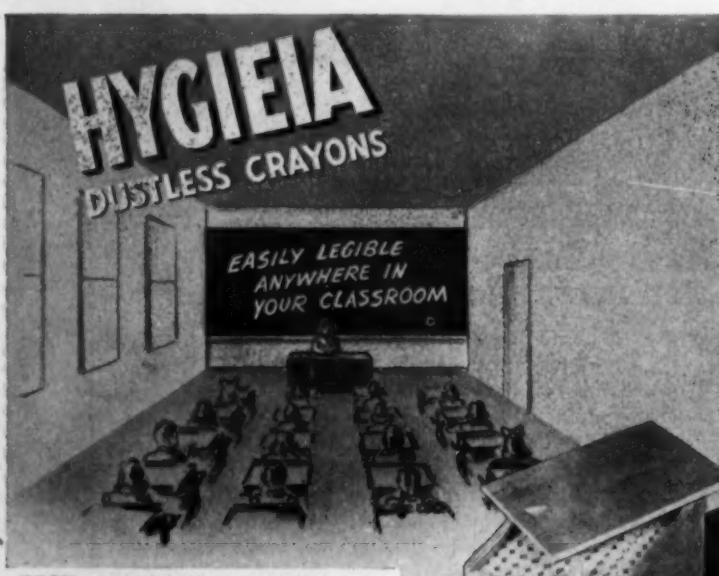
**at Peace**

**Manufacturers of**  
Adjustable Movable Desks, Pedestal Desks, Typewriter Desks, Auditorium Seats, Classroom, Cafeteria, Library and Kindergarten Tables and Chairs, Tablet Arm Chairs, Silent Giant Desks.

**ARLINGTON SEATING CO.**  
Dept. A  
ARLINGTON HEIGHTS, ILL.

**HYGIEIA**  
DUSTLESS CRAYONS

EASILY LEGIBLE ANYWHERE IN YOUR CLASSROOM



YOU can minimize eye strain in your class rooms by using HYGIEIA Dustless Crayons. For HYGIEIA is the whitest crayon you ever saw—its marks are clearly legible from the farthest corner of the room.

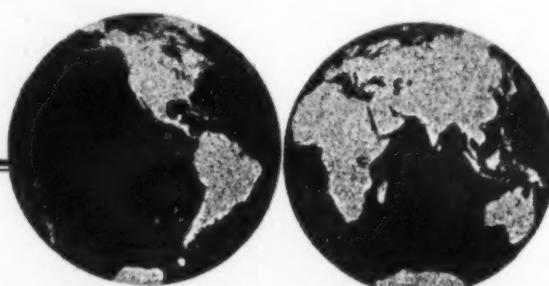
And HYGIEIA is kind to your blackboards—it contains no impurities to mar their surface. Because it erases easily and completely leaving no "ghost-marks", your blackboards remain blacker.

HYGIEIA is as nearly the perfect chalk crayon as 109 years of research can make it.

There is also HYGIEIA FORSYTE, recommended by experts for certain schoolroom conditions.

THE AMERICAN CRAYON COMPANY  
1708 HAYES AVENUE  
NEW YORK CHICAGO  
SANDUSKY, OHIO SAN FRANCISCO DALLAS

Send for Free Blackboard Bulletin with hints on crayons and blackboard care. Dept. 119.



**ERPI CLASSROOM FILMS**  
**Prepare for the World of Tomorrow**

**MODERN CONCEPTS OF WORLD GEOGRAPHY**

**JUST** as in the airplane we can ignore state and national boundaries, so in the modern world our concepts of geography must transcend all such political boundaries. The world must be considered as a great community with all people next-door neighbors.

Erpi Films which will contribute to a realistic understanding of regions and their interrelationships are the 6 in the United States Regional Series, the 4 in the Canadian Regional Series, and the 3 in the Caribbean Regional Series.

Other Erpi Films which will provide the citizen of today with a more intimate understanding of his neighbors of the world are the Erpi Series on People of Other Lands and the Erpi Series on Children of Other Lands.

**For Descriptive Booklet Write**



**ENCYCLOPAEDIA BRITANNICA FILMS Inc.**  
1841 Broadway New York 23, N. Y.

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► RALPH  
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**AN OPPORTUNITY AND A DANGER**

(Concluded from page 16)

that we face the danger that any movement away from our present untenable position may overshoot the mark and take us back to an arbitrary system of authoritarian prescription and to the memoriter learning of yesteryear. That would be regrettable though it would probably be welcomed by some. The writer's conviction that there is no real danger of such regression is based upon three premises. First, it is not in the nature of things that a return can be made to an earlier situation primarily because that situation can never be reconstructed. Any situation or condition is a composite of things existing or known at that time. If something new is added, then the totality is different in some degree and, since new things are constantly appearing, it is manifestly impossible to have again a situation as it was any time in the past even though that be only yesterday. Second, we have today a much better understanding of the fundamentals of human learning, a saner outlook on the nature and purposes of discipline, and far more effective concepts of what is meant by democratic living. We could not escape these influences if we would. Third, we have today the beginnings of an effective program of the supervision of instruction. No longer is the individual teacher required to face all the problems of method, curriculum, and management alone. Instead, she has the advice and assistance of a sympathetic group of trained supervisors. It is unthinkable that all of these people will fall into the error represented by the danger referred to above.

While we do not seem to be faced with the danger of regression to the narrow curriculum and the harsh instructional practices of an earlier period, we are facing a danger that is greater still. This is the danger that America will lose, if it has not already lost, its faith in education as an instrument of a democratic society. There is only one way to preserve or restore this faith in our educational system. That way has been suggested above and consists of two steps. The first is to use the best talents available to determine the minimum essentials in each course offered in high school. It is believed that these are relatively few and that the time required for their mastery will leave both teacher and pupils ample opportunity for the expression of individual tastes and abilities. The second is to require pupils to gain a working control of the minimum essentials in any course for which he is registered before he is given credit for that course. Only in this way can we restore and strengthen America's faith in education.

- Supt. C. I. CLARK, of Stambaugh, Mich., has been re-elected for his twenty-first consecutive year.
- OWEN MOORE, of Roanoke, Ind., has been elected superintendent of schools at North Manchester.
- RALPH PFINGST, of Buchanan, Mich., has been elected superintendent of schools at Marine City.



**24,000 PAIRS  
OF FEET**

**. . . That's the weekly traffic taken by this  
Amityville, N. Y., High School Floor\***

**Y**ES, this Armstrong Floor takes the steady traffic and rough treatment of 800 active students, each one of whom walks over it at least thirty times weekly. Yet, Mr. Fred B. Paynter, Supervising Principal of the Amityville Public Schools reports:

"From the bright, fresh appearance of our entrance hall floor, you'd think it had just been installed. But actually, this floor of Armstrong's Linoleum has been on the job for three years taking the steady tramping and scuffing of these students 24,000 times a week. Yet after this rough treatment, our Armstrong Floor remains smart and young-looking."

This Armstrong Floor brought brightness and cheer to a hall that had once been dull and drab. Its striking color created an atmosphere pleasing to teachers and students alike.

Best of all, this Armstrong Floor has proved

economical—right from the start. Its first cost was moderate. Its upkeep low. A weekly washing and waxing have been all the care needed to keep its bright appearance. And it gives promise of many more years of service.

**FREE BOOK TELLS WHOLE STORY**

When your Board wants to plan new floors that are both smart and economical, you'll want to refer to our new book, "Better Floors." This book is filled with helpful facts about good-looking, long-lasting Armstrong's Linoleum Floors. And it shows pictures—many in full color—of these floors in actual service in various types of public interiors. For your free copy, just write Armstrong Cork Company, Floor Division, 2005 State Street, Lancaster, Pa.

\* Floor above designed by architect Lewis Inglee, Amityville, N. Y.; installed by contractor John Crone, New York City.

**ARMSTRONG'S LINOLEUM**

ARMSTRONG'S LINOWALL • ARMSTRONG'S RESILIENT TILE FLOORS



No. 105 Demountable Shade

Two rollers mounted in center of window permit independent shading of top and bottom halves—insure maximum top-lighting to avoid eyestrain.

SIGHTSAVER Shades are made of durable translucent shade fabric. Shade rollers always work smoothly, and lightshield prevents direct sunlight from entering between the rollers.



Raised to top of window

Made in any length to 12 ft. and in any width to 69 inches, to fit your windows.

Write for prices, also FREE No. 76 Catalog showing our complete shade line, and other school equipment and supplies.

**BECKLEY-CARDY CO.**  
1632 INDIANA AVE., CHICAGO 16, ILL.



*PERFECTION for RESULTS*

PREMIER LINE ETCHINGS,  
HALFTONES AND COLOR  
WORK WILL GIVE YOU  
THE PERFECTION WHICH  
ASSURES RESULTS . . .

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818 W. WINNEBAGO ST. MILWAUKEE  
*Artists and Engravers*

## Sorry, no Projectors for Civilians—YET

as the Services still require every machine we can make notwithstanding our greatly expanded output. We're mighty glad to contribute this part in helping to win the war —

BUT, we are looking forward to the time when we can again renew our close relationships with our many loyal dealers and customers, which we hope may not be too long deferred.

**Holmes**  
PROJECTOR  
COMPANY

Manufacturers of 16mm and 35mm Sound-On-Film Projectors  
for over 25 years to Dealers and Users

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Vallen, inc.

Originators and Exclusive Manufacturers of  
NOISELESS CURTAIN TRACKS • CONTROL EQUIPMENT •  
SPECIAL OPERATING DEVICES

Akron, Ohio

**MURDOCK**

The Most Reliable Name on Water Service Devices

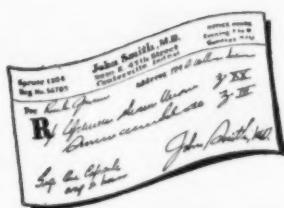
### PARTS ARE INTERCHANGEABLE

The "working" parts of any reserve stocks of MURDOCK Outdoor Water Service Devices are interchangeable with those in service.

Further, simple repairs—rewasherings, for example—can be made without digging up fixture.

Keep MURDOCK Fountains and Hydrants serving refreshing drinks of fresh water to thirsty people!

THE MURDOCK MFG. & SUP. CO., 426 Plum St., Cincinnati 2, O.



## Let us prescribe for your "sick" heating system

Here's a remedy for many poorly heated commercial, industrial and institutional buildings... A good way to correct waste of valuable rationed fuel... A good way to assure even room temperature throughout your building.

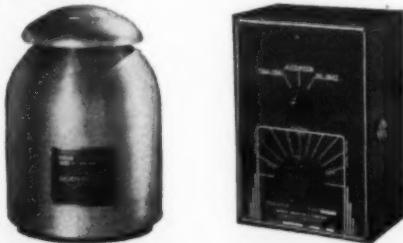
Convert your obsolete steam heating system into an economical and controllable Webster System... One that assures balanced distribution of steam to every radiator—regardless of distance from the boiler.

With the Webster Moderator System of Steam Heating, there is no waste of rationed fuel through overheating. Webster "Control-by-the-Weather" automatically changes the heating rate to agree with changes in outdoor temperatures.

### More heat with Less Fuel

Webster Engineers surveyed thousands of buildings to give owners an accurate estimate of the extra heat per unit of fuel to be achieved with the Webster Heating Modernization Program. They found that seven out of ten large buildings (many less than ten years old) can get up to 33 per cent more heat from the fuel consumed.

Let us show you how to obtain more heat from your rationed fuel. Write for "Performance Facts". This free booklet contains case studies of 268 modern steam heating installations in medium to large size buildings.



Outdoor Thermostat

Manual Variator

In the Webster Moderator System of Steam Heating there are just four control elements—an Outdoor Thermostat, a Main Steam Control Valve, a manual Variator and a pressure control Cabinet. These controls are an integral part of the Webster System... assuring the highest expression of comfort and economy in modern steam heating. Address Dept. AS 5-44.

**WARREN WEBSTER & CO., Camden, N. J.**  
Pioneers of the Vacuum System of Steam Heating  
Representatives in principal Cities : Est. 1888



### MORE ABOUT MORE GEOGRAPHY

(Concluded from page 24)

raphy, and world regional geography at the junior high school level. Then, in the senior high school the systematic phases of the subject will be taught. This would obviously lead to a geographic approach to the social studies, the *geocentric* curriculum emphasis mentioned above.

To summarize, geography has never attained a place in the curriculum of the high schools of America that is commensurate with the fundamental position of the subject in current world affairs. It should be a required subject in all senior high schools. Too many people know little of what geography has to offer. It is a science stressing a real expression and the correlation of human, economic, and physical phenomena; it is the strategy of men, space, and resources; it offers a distinct point of view. Geography definitely has something to contribute to, rather than being an encroachment upon, the other subjects offered.

### AN ADULT-YOUTH PROGRAM

(Concluded from page 27)

decided that only those who worked during the first hour could participate in the recreation hour. In this way the facilities were reserved for those who had a genuine interest in the program in accordance with its primary objectives.

The project pays dividends which any superintendent might find worth while to encourage. It brings youth and adult into closer cooperation. It may pave the way for other community relationships which need this cooperative effort.

### SCHOOL-BUS MILEAGE

The Office of Defense Transportation has announced that the operating mileage of school buses has dropped 19 per cent since November, 1942. The total saving is fixed at 156 million miles.

The ODT has emphasized the need for intensive conservation and preventive maintenance measures to insure that all children dependent upon school buses will continue to be transported to school regularly. Due to war conditions, the number of new vehicles available for replacement remains limited.

Reconditioning and repair of school buses will be facilitated by ODT through a rehabilitation program for trucks and buses. This provides for the exchange of larger components, such as engines, transmissions, and differentials.

For 1944, the WPB has approved a schedule of bus production, which will permit the release of about 4000 new buses for school service. This will replace 5 per cent of the 80,000 buses operating, of which 8733 were manufactured in 1934 or earlier. During the period of 1942-43 only 437 new buses were released for schools, as compared with a normal average purchase of 10,400 in a single year.

► Grand Rapids, Mich. Members of Local 189 of the Building and Service Employees Union have been asked to accept an offer by the school board for a pay-roll increase totaling more than \$100,000. Under the plan, all employees, including teachers and clerks, would receive a \$3 weekly increase for the remainder of the school year. An entirely new wage schedule is planned for next year.

# for Perfect Projection...



### use this remarkable new RADIANT SCREEN FINDER

Here's a practical new SLIDE RULE that every user of motion pictures, slide films, slides or opaque projectors urgently needs. Enables user to combine proper equipment and obtain maximum effectiveness from all types of projected visual aids. Shows at a glance.

1. The proper screen size for each distance between screen and projector with a given lens.
2. The proper screen model to select.
3. The proper distance between screen and projector to obtain any desired size of picture.
4. The proper lens to use to obtain perfect results for each distance.

Visual authorities who have seen this Radiant Screen Finder are enthusiastic about its ability. Easy to read—simple to operate. Answers all "movie" questions on one side—all "still" questions on the other side. Durable and compact—fits into the vest pocket. Available from your visual equipment supplier. If he cannot supply you—send us his name and only 50c to cover actual cost, including handling and mailing—and a Screen Finder will be mailed to you direct.

### SEND FOR 1944 SCREEN CATALOG

Mail coupon for latest Radiant Screen Catalog. Gives full details, prices and specifications of screens for every purpose: tripod, ceiling, wall, wall and ceiling, and table models from 30" x 40" to 20' x 20'.

### IMMEDIATE DELIVERY on Radiant Metal Screens

Here's good news! Schools may now again obtain RADIANT Metal Screens—without red tape. You can get immediate delivery under your M.R.O. rating. Forms No. 1319 are no longer necessary. Order today!

# RADIANT

BETTER SCREENS FOR BETTER PROJECTION.

The Radiant Mfg. Corp.  
1182 W. Superior St., Chicago 22, Ill.

Gentlemen:

I enclose \_\_\_\_\_ for \_\_\_\_\_ Screen  
 Please send me latest Radiant Catalog.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
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## New Supplies and Equipment

### Production, Service, and Sales News for School Buyers

#### WYANDOTTE CALCIUM CHLORIDE

*Lime dust has many uses:*

As an ice-melting agent of greatest importance is the fact that it will not recrystallize or leave a chalky, messy residue. As a dust layer, the cleanliness of it as a preference against oily materials on school playgrounds, tennis courts, and all unpaved surfaces.

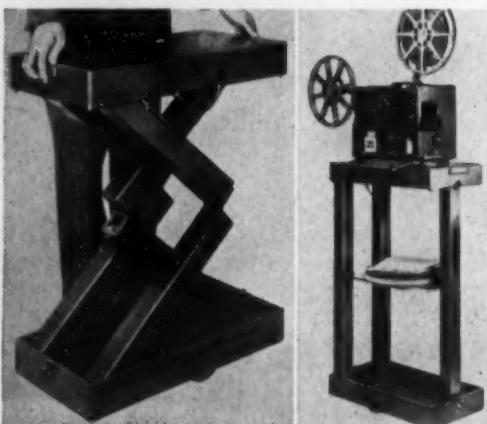
As an air drier, due to its tremendous thirst for moisture, it can be widely used as a dehumidifier of air in locations where excessive dampness might be the cause of mold, mildew, rust, or warping. This suggests that the material can be used to advantage in rooms where school books, papers, or documents are stored, and in vocational rooms to prevent the rusting of machines and tools. The above are only a few of the ways in which calcium chloride can be used.

*Wyandotte Chemical Corporation, J. B. Ford Division, Wyandotte, Mich.*  
For brief reference use ASBJ-510.

#### THE FILMO PORTA-STAND

The double-duty Filmo Porta-Stand may now be had.

Closed, the unit looks like a suitcase, is easily carried by means of its leather handle. Opened, it is a stand 42-in. high, with a platform 12½ by 24½ in. which accommodates any size projector.



The Filmo Porta-Stand is sturdy and light.

tor—8mm. or 16mm., sound or silent, and boasts a convenient shelf for holding reels and cans during a show. Added to the movie fan's collection of equipment, the Porta-Stand puts an end to furniture rearranging and book stacking on chair or table for proper projection height. Furthermore, it serves admirably as a speaker's stand.

Constructed of rigid basswood-plywood finished in lustrous brown lacquer, with durable steel hardware used throughout, the Porta-Stand utilizes noncritical materials and, as stated above, is available without a priority.

*Bell and Howell Company, 1801 Larchmont Ave., Chicago, Ill.*  
For brief reference use ASBJ-511.

#### PURCHASE PRIORITY PLAN

A safe, convenient purchase plan for forward-looking shopmen and home craftsmen who need shop tools but have been unable to obtain them because of priority restrictions has been announced. By the Boice-Crane Purchase Priority Plan, machine tools may be obtained at the earliest possible moment and payment arranged

out of patriotic savings in war bonds. With manufacturers now engaged 100 per cent in war production, the pent-up demand for shop tools is tremendous. Prolonged waiting for these tools can be avoided, as can the necessity of buying an unsatisfactory substitute, by reserving a preferred delivery position now. A booklet describing the plan, together with new literature on the Boice-Crane line of band saws, saw jointers, jig saws, belt sanders, spindle sanders, spindle shapers, drill presses, lathes, and thickness planers, will be sent without obligation to interested persons.

*Boice-Crane Company, 974 Central Avenue, Toledo 6, Ohio.*  
For brief reference use ASBJ-512.

#### DAYLIGHT IN SCHOOLROOMS

A booklet published by the Insulux Division of the Owens-Illinois Glass Company covers the use of glass block in new buildings and in modernization of old buildings. It is profusely illustrated, and contains many photographs of schools in which glass block has been used. The several types of prismatic block manufactured to assure adequate, glare-free daylighting of schoolrooms are described, including light-directing block, no-glare block, and a block for use on northern exposures. Technical data is included on insulating value, maintenance, strength, and sound transmission.

*Insulux Products Division, Owens-Illinois Glass Company, Toledo, Ohio.*  
For brief reference use ASBJ-513.

#### METAL PROJECTION SCREENS

Under a new release of the War Production Board, schools and institutions are again able to show the many newsreels, war training, and entertaining films. Formerly it was necessary to file a special form No. 1319 with W.P.B., and this has been eliminated. Your M.R.O. Rating is all that is necessary to purchase Radiant streamlined line of 1944 screens. Radiant screens are ready for immediate delivery in a variety of models in sizes from 30 by 40 in. up to 20 by 20 ft., to meet all requirements.

*Radiant Manufacturing Corporation, 1140-46 West Superior St., Chicago 22, Ill.*  
For brief reference use ASBJ-514.

#### ARMY-NAVY "E" AWARD

For high achievement in the production of war materials, the Army-Navy "E" Award was presented to John J. Nesbitt, Inc., Philadelphia, Pa.

Lieut. Col. Joseph A. Whelan, Chief of the Legal Branch, Philadelphia Ordnance District, made the presentation of the "E" flag to Charles Scott and Albert J. Nesbitt, representing the employees and the management. Mr. Nesbitt, president of the company, made the acceptance speech. Lieut. F. J. Lammer, U.S.N.R., of the Office of Inspection of Naval Materials, Philadelphia District, presented the token lapel pins. Mr. Charles Scott made the acceptance speech, on behalf of all employees.

The Nesbitt Company was founded in 1912 by John J. Nesbitt, Sr., and

is a peace-time manufacturer of heating, ventilating, and air-conditioning equipment, including the Syncrizer Unit Ventilator, Nesbitt Heating and Cooling Surfaces, and Webster-Nesbitt Unit Heaters.

#### UNIQUE CALENDAR

George Fielding Elliott selected the global areas and Kenneth W. Thompson did the cartographic work for the calendar published for 1944 by Remington Rand. It is a masterful piece of work and most timely. Important place points, boundaries, means of communication, railroads, and waterways are included in the maps, each representing one of the seven major strategic fronts of the war. In view of the activities on all fronts at the present time, the areas are especially well selected for following the day by day progress of the war.

*Remington Rand, Buffalo 5, N. Y.*  
For brief reference use ASBJ-515.

#### RECRUITING FILMS "GET THEIR MAN"

News of what's happening in the war and Canada's share in the fighting is being brought to isolated sections of the North Woods and the Arctic regions by a traveling Victor 16mm. Sound Motion Picture outfit of the Canadian National Film Board. Operated and transported by three members of the Canadian Armed Forces, this mobile unit is effectively aiding the recruiting efforts in regions which could not otherwise be reached with visual propaganda. The recruiting films use French or English sound tracks, depending on the language of their audience.

The outfit consists of a Victor 16mm. Animatophone and Speaker, its own 1000 watt generator power unit, and a goodly library of films.

*Victor Animatograph Corp., Davenport, Iowa.*  
For brief reference use ASBJ-516.

#### POSTWAR LIGHTING

Sponsored by the lamp department of the General Electric Company, ten nationally known architects are designing simple, practical, functional lighting effects in a wide variety for post-war interiors. Immediately upon completion of the plans, all essential data will be released to architects, contractors, utility and lighting men.

*General Electric Company, Nela Park, Cleveland, Ohio.*  
For brief reference use ASBJ-517.

#### H. R. LISSACK APPOINTED

H. R. Lissack, educational director of Britannica Junior since July, 1941, has been appointed director of distribution for Encyclopaedia Britannica Classroom Films (formerly Erpi Classroom Films).

Mr. Lissack's training and broad practical experience in the field of education should be a valuable asset in presenting a program of visual education to the institutions of the country.



Mr. Albert Nesbitt (right) accepting Army-Navy "E" award for John J. Nesbitt, Inc.

## BLUE BOOK FOR MANAGEMENT

The case histories of 140 special purpose machines—built speedily and with great savings in first cost and fixed charges is graphically described and depicted in the *Blue Book for Management, Shop and Production Engineers*. Shown are the finest and most ingenious special purpose machines made up of standard Delta-Milwaukee machines and parts. Brief illustrated histories from many sources



give the application of the special machines to a multitude of uses, expediting production.

*The Delta Manufacturing Company, 600-634 Vienna Avenue, Milwaukee, Wis.*

For brief reference use ASBJ-518.

## TABLES AND CHAIRS

Beautiful, durable, auditorium type wood folding chairs that have met with acceptance by a large number of users throughout the country are offered by Norcor. The chairs have Y-type frame, are made from selected hardwoods, have form-fitting seats and back rests of 5-ply veneer. The seat measures 15 in. wide by 15½ in. deep and is 17½ in. from the floor. It has well-rounded corners to prevent tearing of clothing.



The new Norcor school tables and chairs.

Utility folding tables combining beauty and strength with rigidity are also offered. These have a patented leg lock. Other features are the 30 by 30 in. top with a 2½-in. apron frame, combined and finished to appear as one piece. The top is 26¾ in. from the floor; the legs are of selected hardwood. Color combinations available are walnut or blond shaded legs with choice of blue, rust, or fawn top, baked enamel dapple finish.

*Norcor Manufacturing Co., Green Bay, Wis.*  
For brief reference use ASBJ-519.

## APPOINTMENT OF PAUL THORNTON

Announcement is made of the appointment of Mr. Paul Thornton as Director of the Educational Department of R.C.A. The department will be directed by Mr. Thornton, with headquarters in Camden, N. J.

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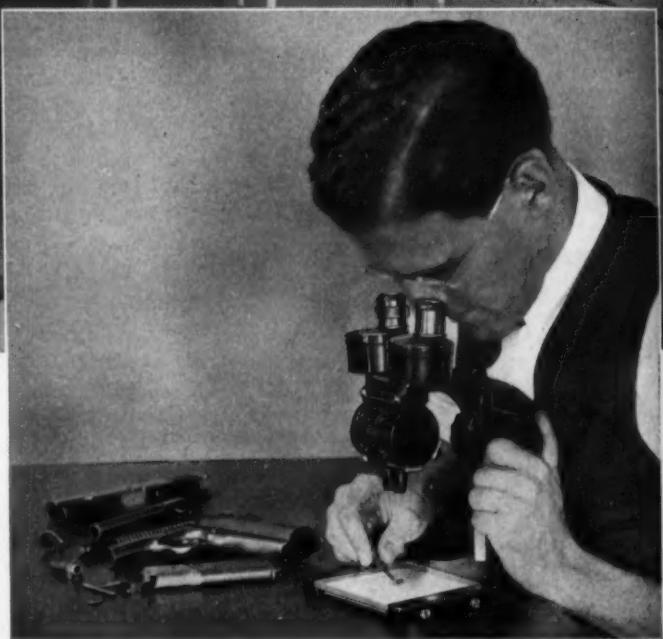


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